

Boyson attacks bosses' shortsighted view

"Shortsighted" employers who are trimming back on placements for sandwich course students were criticised for ignoring the long-term benefits of education, under-secretary Dr Rhodes Boyson at the annual council of the Association of Polytechnic Teachers last week.

"I can understand that when employers are financially hardpressed they need to trim expenditure," he said. "But I am concerned that they should be seeing the long-term benefits of offering placements."

Sandwich courses were invaluable to industrial students and could be a direct use to employers who eventually recruited "their" sandwich

students into long-term employment.

Dr Boyson said he shared the disappointment expressed by the Placements Committee, which discovered that while employers were enthusiastic about recruiting graduates with sandwich degrees they were less prepared to offer placements to increase the supply.

University and polytechnic staff involved in finding placements for their students are finding it increasingly difficult to secure enough. "It's not been so bad since 1972," said one APT member.

While the first year intake of the polytechnics grew by 1 per cent this year, this disguises the increased

difficulties experienced because of cut-backs by the major employers in both the public and private sectors.

Ministers at the DES and the Department of Industry have been made aware of the problems and Dr Boyson's comments are a direct response.

A Confederation of British Industry spokesman acknowledged the problems but pointed out that evidence was still largely anecdotal.

Training was an easily identifiable commitment which firms could easily and speedily cut back, and college based training was not fully on the payroll were in an even

more exposed position.

"Sandwich course students and other people industry is being asked to take on through the Manpower Services Commission schemes are not firms' own employees. At the same time industry is being asked to be critical about manning levels and to be productive," he said.

There is scope for expansion in the small company sector, said Mr Lloyd Bates, chairman of the polytechnics committee on sandwich courses and a member of the universities committee on integrated sandwich courses. But incentives would have to be given before smaller companies would play a fuller part.

Trafford backs down over compulsory redundancies

Trafford education authority has backed away from declaring up to 35 college lecturers compulsorily redundant. Instead the jobs are being shed by early retirement, redeployment or voluntary redundancy.

But two other authorities in the North-West, Salford and the Wirral, are still pressing ahead with plans for up to 85 redundancies.

Union leaders do not regard the outcome of the Trafford confrontation as a major victory. They have failed to prevent the 35 posts from being disestablished and Trafford has not budged from its refusal to accept that the national model agreement requiring one year's notice of redundancy is binding.

Despite the development at Trafford, union leaders still intend to raise the whole issue of redundancies—now running at more than 250—and alleged abuses of national agreements by individual authorities next Tuesday's meeting of the national joint council on conditions of service.

Trafford had been singled out for attack because of its declared intention not to adhere to the agreement requiring one year's notice of redundancy on the grounds that it was not binding on individual authorities.

While Salford has made it clear it would prefer to use premature retirement and redeployment too, it is threatening up to 40 redundancies, and has said it does not regard the national agreement as appropriate in times of financial crisis.

At the Wirral, where 45 jobs are at stake, the education authority is not involved in a breach of the agreement, but the National Association of Teachers in Further and Higher Education are seeking to arrange a national demonstration in protest.



Volcanic dust may be hanging over Britain from the eruption of St Helen's in Washington state, United States, but up in Scotland the few particles of dust Edinburgh University's working model of the mountain managed to add only brought smiles to the faces of some of the 3,000 young visitors to its open day, other attractions of which include moving, colour pictures of the heart, hole, frame, mouse genetics and helping stemmers overcome their disability.

Technicians' council scraps contract

The Technician Education Council is to terminate its contract with the City and Guilds of London Institute and run its administrative and financial affairs as a fully independent national body.

The council, set up seven years ago by the Government to coordinate technical education, now runs 2,500 courses at about 450 colleges and is attended by 14,000 students.

It feels that the status within industry and within the community will be enhanced if it sets up as an independent body. This decision has been approved by the Government. The council will continue to work closely with the Institute.

Charity asked to fund unit

by Robin McKie

The Medical Research Council is presently holding secret discussions with a private charity to obtain £3m which would be used to set up a new cyclotron unit for cancer research and treatment.

The new unit would be a more powerful version of the present MRC cyclotron at Hammersmith Hospital, London, which uses negative beams to destroy many different forms of tumours which do not respond to other treatments.

However, staff at the 25-year-old unit fear that the new machine would be built in another city as a stipulation of funding from the unnamed charity. They believe a new

cyclotron is now desperately needed at Hammersmith to carry on their research and treatment work and take advantage of the 35 years' expertise and experience built up at the unit.

"We do not oppose a second machine being built elsewhere but we do not believe cyclotrons have to be carried on our poor work," said Dr Mary Cotterell, of the fast neutron clinic at the hospital.

At present the unit can treat relatively superficial tumours of the face and neck, the lungs and limbs. A more powerful machine could be used to treat cancer of the stomach, bladder, and other deeper regions of the body.

Overseas award plan flounders

Only 850 applications have been made for awards under the scheme for postgraduate overseas students of outstanding merit, well short of the 1,500 target.

According to the Committee of Vice-Chancellors and Principals which is administering the scheme, many students lost interest when they discovered they would have to pay home fees. The award is the difference between the fee and the money.

The committee gives several other reasons for the target not being met. The intention had been to aim for three times as many applications as places. The target was included provision for about 20 applications from Commonwealth countries but such students are now being treated as home students and are therefore ineligible for the scheme.

Another bar to potential holders was the fact that in some universities, students wishing to do postgraduate study do course work in their first year rather than in search which would make them ineligible.

Universities also told the CVP that the timing of the scheme was out of phase with the annual cycle of applications and expected applications later in the year. This might mean that although applications are now closed, the entries could replace candidates who decided not to take up an award.

A spokesman for the CVP said the quality of applicants "appears to be good", with students holding or expecting to hold at least an upper second degree or its equivalent.

He stressed that this year was a trial year and the scheme had to be rushed out. Any shortcomings would be corrected in 1981. "We are very pleased with the response to the scheme and are going to Commonwealth universities, the British Council and other bodies."

Three panels of senior British academics will now scrutinise applications and a final list of about 500 awards is expected to be announced by July 18.

No news on closures

An eagerly awaited statement on the Scottish Secretary Mr George Young on the future of the colleges of education, some of which seem certain to be closed, has been postponed.

In a written reply to the Commons, Scottish Education Minister Mr Alex Fletcher said it was hoped that the colleges would be developed for Whitehall, would be made before the summer recess.

Microchip first

The first British university centre for microelectronics has been established at Edinburgh University with a £1m grant from the Science Research Council.

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Adamson declares war on ILEA

by Paul Flather

Dr Colin Adamson, the rector of the Polytechnic of Central London, has prepared an unprecedented attack on the past record of the Inner London Education Authority (ILEA) which is administering the scheme.

In two confidential letters to his fellow London directors Dr Adamson accuses ILEA of allowing itself to be isolated from the other four London polytechnic directors. He also accuses ILEA of allowing itself to be isolated from the other four London polytechnic directors.

The main thrust of Dr Adamson's constant drive from this way he feels ILEA has discriminated against the success of the PCL in securing more than £1m worth of external resource-winning consultancy and contract work, and re-invested the money.

The Committee of Directors of London Polytechnics (CDLP) is at present drawing up a joint submission to the government committee chaired by Baroness Young, which is to report on the future of ILEA.

The CDLP has already stated that it is totally opposed to any suggestion that the five polytechnics should be run by joint committees made up of the 12 inner London boroughs and has backed ILEA in its fight for survival.

"A first submission is to be agreed at a meeting next week. It is likely that the CDLP will discuss whether it ought to push for some form of direct national control for the London polytechnics if ILEA is broken up at the Baker Report advocates."

Dr Adamson now seems to be breaking ranks. He claims he is supported in his views by the Court



of Governors of PCL, which this week passed a resolution calling for changes in the present control of polytechnics.

Dr Adamson identifies five main points of contention in the current work of the ILEA:

- the arbitrary way the block grants to polytechnics are altered at very short notice;
- the failure to fix "an envelope of budget" within which individual polytechnics can spend their own money;
- the scant concern and interest in supporting particular efficient activities of polytechnics. Every concern only to maintain the status quo, throwing problems on the CDLP to solve;
- subjecting claims for non-academic staff and certain equipment to committees without specialist knowledge or special interest.

"The ILEA throughout this build-up of this massive educational effort has at best been an unwilling inquirer, parroting prevailing policies and showing marked inability to foster genuine economy of operation... The system needs changing," he writes.

He concludes that for all these reasons PCL can hardly oppose the objectives of the Baker Report. But he stops well short of any endorsement of the break-up of ILEA.

Dr Adamson said: "I just don't think enough attention is being given to the problem of exploiting the diversity of polytechnics. Every one is out to make a submission from the view of the five polytechnics together." He stressed there was no political motivation in his views. He wanted a greatly improved system.

City Poly is forced to drop funding plan

A plan to raise £25m-£30m on the City of London Polytechnic to fund the development of new accommodation for the City of London Polytechnic has been abandoned because of Treasury restrictions on the use of the money.

The money is needed to develop a new building for the City of London Polytechnic, which is currently housed in a building which is due to be replaced by a new building which will be completed by 1985 onwards.

The City Polytechnic is currently housed over nine different sites, but only two are in the heart of the city and new leases are expected to cost at least twice as much.

Lancaster thinks again on department closures

by Nigel Croquer

Lancaster University Senate this week abandoned specific proposals to close four departments and the Centre for North West Regional Studies.

Instead the university agreed to institute widespread internal consultation, particularly among the Boards of Studies, about possible alternative strategies for the 1980s, and other ways of making savings.

The whole question will now be referred to the Senate again in November.

The decision is a reprieve for the regional studies centre and the departments of Russian, Central and South Eastern European Studies, Arabic and Islamic Studies and European Studies, which it was proposed should be phased out, within four years.

The recommendation that intending students of the Russian department should go to other universities has been dropped. Students applying will be admitted next October.

The meeting was guided by a motion from the board of studies representing the departments in the humanities. This stated that neither

the university's broad constituency nor Senate had been given sufficient opportunity to consider and agree strategies for the 1980s.

The motion also claimed that insufficient information had been added to support the arguments behind the proposals and questioned the wisdom of proceeding with the evidence in hand.

At the meeting figures were produced purporting to show that if the departments were disbanded the staff absorbed there would be £26,000 although this would be more in the long term. The development committee, chaired by Professor Philip Reynolds, the vice-chancellor, which brought the closure proposals forward, had argued that action was necessary to offset falls in income because of the overseas students fee policy and the expenditure cuts.

Before the Senate meeting three boards of study had expressed their opposition to the proposals and the local Association of University Teachers had voted overwhelmingly for its reference back.

Lecturers' council in jeopardy

by David Jobbins

The future of the new national council for negotiations of lecturers' conditions of service may be in jeopardy following the failure of most of the management side to turn up for its first working meeting.

Three of the 12 management representatives were present for Tuesday's meeting. Only two others sent apologies.

Most of the absentees from whom we did not hear are very faithful

attendees at meetings," said an spokesman for the lecturers' council secretary.

"We are quite satisfied there were no administrative slip-ups. The date was fixed at the inaugural meeting last February. This was followed up by convening notices and by agendas sent out a week ago."

The management side offered to go ahead with the meeting on the understanding that no substantive negotiations would be held until the following week.

Unit cost proposals out today

Final proposals for a temporary system of financing polytechnics and colleges next year were being circulated today. They will be on the agenda of Monday's first meeting of the local authorities' advisory body on further and higher education.

If accepted by the local authority associations, the new system will be based on an assessment of unit costs. A more sophisticated arrangement will be introduced in 1982.

Proposals for 1981-2 are contained in the second draft of an interim report by the Department of Education, study group chaired by Mr Stephen Jones. They include the controversial concept of a single national average unit cost against which all institutions would be measured.

The local authority representatives on the group have already voiced their opposition to such a calculation and the associations are likely to prefer the alternative outlined in the report. This would involve a hand of unit costs to allow for local variations.

In view of the report's complexity, the recommendations are likely to be the subject of a second meeting of the advisory body. The DES is anxious to secure agreement from the two local authority associations before the summer.

Mr Jack Spragg, education officer of the Association of Metropolitan Authorities, in a speech to be delivered this morning, says the interim arrangements must ensure that authorities are not placed in the financial difficulties which faced this year. The capping of the pool, combined with other financial problems, had produced a grave position for some authorities and the colleges they maintain.

LSE reforms postgraduate programme

by Charlotte Barry

Radical changes to the training of postgraduate research students and tighter specifications for a PhD similar to those being considered by the Social Science Research Council are to be made by the economics department of the London School of Economics.

The new, more structured PhD programme is aimed at turning postgraduate economists into efficient researchers with higher success and faster completion rates.

"It will be welcomed by the SSRC which is highly perturbed by the findings of a survey revealing that less than half its total number of postgraduate research students registered in 1973 had obtained their PhDs six years later."

The new form of PhD, which will involve a change in London University regulations, is likely to be

put into operation in the LSE economics department next year. The proposal is now at an academic board stage and the department is confident it will be considered favourably by the university senate.

During the first year PhD students will be expected to take two examinable courses aimed at helping to point out potential problem areas and the choosing of a suitable research topic. They will also be required to attend a regular seminar on research strategy and a work shop at which they will have the opportunity to criticise each other's work at a variety of stages before going on to full-time research the following year.

"We hope that the first year will help people to get on to a useful research track much earlier, with no false starts," said Mr Max Steiner, a senior lecturer in the LSE.

We will also have much more contact with the kind of progress that students are making.

Defending the possibility that the new approach might be seen as too rigid and dictatorial, Mr Steiner said that the department's PhD students had been consulted about the changes, and they had indicated a need for a more structured programme.

"The method used up until now is a bit of a swivel approach," he said. "This kind of training we are proposing to offer is not necessarily teaching more economics, but controlling the approach to economics by helping the transition between passive study and research."

Already a number of departments in the LSE have expressed interest in the new specifications. "It wouldn't surprise me if in a few years' time if other departments have taken this up," Mr Steiner said, pointing out that the LSE had pioneered the new PhD course which is now widely accepted throughout the country.

Recurrent grant

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proposals for which they have no alternative finance.

The grant is based on the hypothesis that home undergraduate students will remain at the 1979 figure of about 75,000. The latter says that higher universities should be able to admit the extra numbers last year, for some this will mean a considerable population of home students, for others a small increase.

"The committee is satisfied that this is feasible within the total resources likely to be available, even granted the uncertainty about overseas students fee income, and has made some allowances for increases in home student numbers (and the effect on fee income). For 1980-81 the committee has recommended grants rather than grant-plus-fees."

NEXT WEEK

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Geoffrey Elton



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Scotland's lecturers seek talks over college re-alignments

by Olga Wojtas
Scottish Correspondent

In a significant change of policy the Association of Lecturers in Colleges of Education in Scotland have announced their willingness to discuss possible re-alignments in education colleges with Scottish Education Minister Mr Alex Fletcher.

But in its policy statement ALCES emphasizes that it is totally opposed to any compulsory redundancy and college closures which would lead to this.

The statement is a clear invitation to Mr Fletcher to seek staff co-operation for the government document at present being prepared on the future of the colleges. The document is also being sent to education colleges and until now it seemed that ALCES would have a direct confrontation with the Scottish Education Department once the document appeared.

But it seems certain that if the minister does not seek staff co-operation—and there has been no response from the SED—the union will obstruct any attempt to close colleges.

ALCES reiterates its view that any re-organization should not require any compulsory redundancy.

"ALCES has always been totally opposed to compulsory redundancies in the colleges of education and is committed to take industrial action and impose sanctions if these occur," says its statement.

"It would be a sad end to a period of close cooperation, which has resulted in a relatively painless reduction by 30 per cent (about 400 posts) of college teaching staff. The document is also being sent to education colleges and until now it seemed that ALCES would have a direct confrontation with the Scottish Education Department once the document appeared.

Nalco begins staff probe

The first visits to universities on which the Clegg report on clerical and administrative staff pay will be made this week.

Nalco's universities group meeting in Edinburgh was told that the nine universities to be investigated by the Pay Research Unit, which is carrying out the study for the commission, are: Aston, Bristol, the Welsh National School of Medicine, Glasgow, Surrey, East Anglia, University College London, Durham and Sheffield.

The final selection from a list of 15 originally agreed between Nalco and the employers was made at a meeting with Professor Hugh Clegg some days ago.

Chairman of the Nalco universi-

ties committee, Mrs Rita Donaghy, warned that Clegg might not report until October.

University clerical staff have already lodged their 1980 claim for 20 per cent and a 35-hour week. Union leaders are keeping their options open on the implications for negotiations of a late report from Professor Clegg.

A full meeting with the university employers has been called for next June 20 and union leaders are expecting an offer to be made so negotiations can begin immediately.

The move, opposed by the universities committee to commit the union to a flat-rate pay claim for 1981 to protect the lower paid was rejected by delegates.

Index linking is early target

University white collar workers are angry at the failure of employers to index-linking into the nationally recommended model pensions scheme.

Delegates to Nalco's universities group meeting in Edinburgh passed an emergency resolution strongly deploring the employers' attitude and agreed to launch a campaign to win a truly national index-linked superannuation scheme.

Index-linking was one of the improvements the university employers agreed to recommend to individual institutions during last year's negotiations.

But because of the changed governmental attitudes to index-linking and the need to hold wider consultations because of the cost implications, they were now holding back, delegates were told.

"They should be joining us to put pressure on the Government to make money available," Mrs Rita Donaghy, chairman of Nalco's universities committee, said.

The issue is the sheer unfairness of refusing to recommend index-linking for non-teaching staff when the very people sitting opposite us are in USS" (the national superannuation scheme for academics).

There's life in the old bones yet

The eminent 17th century Edinburgh scholar and mathematician, John Napier, must be rolling in his grave at the thought of his bones being turned into cardboard and selling at 20 pence a time.

In 1617, the year of his death, Napier published a book describing his "method" of logarithms, for abbreviating arithmetical calculations "for the benefit of those who prefer to work with natural numbers". The first method used a set of small rods with numbers on their faces, known as Napier's bones as they were often made of bone or ivory.

Now two teaching experts in Edinburgh University's maths department, Dr John Seel and Dr R. Schlapp have, with the help of designer J. McNeill from the university's design unit, designed an inexpensive "teaching aid" by which pupils can make their own version of the seventeenth century calculator.

It designs that are easy to assemble the four-sided boxes can be used to do basic multiplication, very quickly and provide a foolproof method of checking the answer. They reinforce the concept of position notation, which is vital for the acquisition of numeracy.

Napier's bones, complete with an explanation of the method, are being loaned to the Scottish Education Department.

Economics applications slump at NELP

Applications to the threefold applied economics course at North East London Polytechnic have slumped by nearly 30 per cent, according to the latest available figures.

A paper prepared by academic society representatives on the ad hoc committee which drew up the closure plans partly blames adverse publicity as a result of the polytechnic's "majestic" attempts to deal with spending cuts.

In March the applied economics course within 6 per cent of the level of applications at the same point in 1979. By the middle of May, it was 29 per cent below the comparable 1979 figures.

But applicants totalled 216 for a course which increased its first year admission to 70 in 1979-80.

"Another once-thrilled but now disappointed course, the BA in sociology with professional studies, has also suffered. A major drop in applications, from within 3 per cent of the 1979 level in March, by mid-May the total was 14 per cent below.

Overall the 21 per cent increase for full-time and sandwich courses identified in March and almost entirely supported by the middle of last month. There was a dramatic drop in applications from the Hong Kong students from 194 last year to 77 per cent down by May 14.

Days numbered for union's advisory panel

By a narrow margin delegates to Nalco's conference voted to press ahead with the abolition of the union's advisory panel for polytechnic staff.

A last-minute move to try to save the panel failed on a card vote by 211,233 votes to 198,302. The vote was on an attempt to refer back the part of the Nalco executive's annual report to conference which recorded the decision late last year to wind up the panel.

The executive thought the panel served no further useful purpose and seemed to deter Nalco members in the polytechnics from using the established union branch and district structure.

Difficulties have arisen because only half the 30 polytechnics in England and Wales have their own Nalco branches. Members at other polytechnics are represented by local government branches.

Abolition of the panel does not mean union leaders are unaware of the value of its work in the past.

One of its final acts was a working party report identifying a wide range of issues which were worrying polytechnic non-teaching staff.

Code needed to clear 'fog' of student selection

by Robin McKie
Science Correspondent

A code of practice for medical student selection should be established to counter the "fog" of ignorance and mystique which surrounds medical school admissions, a group of researchers has proposed.

The researchers, Richard Woake, of Cambridge University School of Clinical Medicine, and Dr John Anderson and David Hughes, of Newcastle University medical school, complain that there is no reliable or up-to-date information about different medical schools' admission policies, although each year there are about 60,000 applications for less than 4,000 places.

Some schools favour local applicants, others place highest emphasis on A-level grades, and others rely on interviews as the principal method of selection, the researchers state in an article in the *British Medical Journal*.

"Details of the selection procedures are, however, rarely made entirely clear and there is no simple way for anyone concerned about selection to ascertain the particular mechanism used by any individual school", they add.

None of the medical schools prospectuses gives details of selection for school-leavers, and even those for postgraduate students are often misleading references to procedures.

But it is important to understand the success of selection procedures, the researchers say.

"Although the use of A-level grades as a common entry may be a convenient device, students can perform better in medical school than they can in school, and the success of their policies."

What was needed was a code of practice for medical student selection which would eventually allow schools to evaluate the success of their policies.

As a minimum, some of the fog of ignorance and mystique that often clouds medical school admissions should be dispersed to the benefit of medical school admissions officers, those giving advice to prospective students and—most important of all—the applicants.

The employment problems of 19-24-year-olds need special attention and the Manpower Services Commission should have another look at its funding arrangements for this age group.

These are among the conclusions of the first report of Into Work, a research and action project for the young unemployed. Into Work is financed by the Manpower Services Commission but independent from it. It is now in its second year of examining the attitudes and aspirations of young people in employment, training, education and MSC provision.

Among Into Work's other recommendations were that there should be more opportunities for young people to go on day release courses, more apprenticeships open to 16-year-olds and over, and more of the job training schemes that relate closely to the tasks that industry were doing at work.

In a society that will be demanding an increasingly skilled workforce it was essential that young people were encouraged to combine their education and get training in saleable skills, says the report.

The MSC, in conjunction with local education authorities, Training Services Division and industrial training boards should make sure that day-release courses were available.

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associations. Mr Younger has proposed that only the links with the faculty of advocates be maintained, the National Library sprang from the Advocates' Library.

Dr Burnett said his concern was shared by other universities and that he would be happy to see the four younger universities represented on the board. He accused the Government of unnecessary and undesirable patronage and said that Government appointments would be more willing to back Government calls for economy.

The library was working efficiently and effectively, said Dr Burnett.

The principal of Edinburgh University has strongly criticized plans to cut down and replace the present board of trustees of the National Library of Scotland with Government appointees.

Dr John Burnett has written on behalf of Edinburgh University to Scottish Secretary Mr George Younger deploring Mr Younger's proposals to cut the board's membership of 34 by half with all but two members appointed by himself.

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Labour's hopes of stopping move toward full-cost fees fade

by John O'Leary

An Opposition motion deploring the Government's decision to introduce full-cost fees for overseas students was defeated by 62 votes in the House of Commons. Labour's hopes of defections on the Government's benches proved unfounded.

At the end of a sporadic and heated debate, two Conservatives, Mr Anthony Kershaw and Mr Christopher Brocklebank-Powder, abstained but voted for Labour's motion. A Government amendment supporting the principle of full-cost fees while welcoming the presence of overseas students was subsequently carried by 293 votes to 227.

Labour MPs had hoped for a greater show of resistance among Conservatives who had signed three Early Day motions critical of the Government's fees policy. But although some did express reservations in the debate, most of their comments were tempered with acceptance of the principle of full-cost fees.

Mr Kershaw, as chairman of the Foreign Affairs Committee whose report had been unanimously critical of Government policy, and Mr Brocklebank-Powder, as one of the architects of the report, were perhaps the most predictable rebels. Despite the criticism contained in the Education Select Committee's report on overseas students, its Conservative members all went into the Government lobby.

In a largely low key debate, the Government made no concessions and, as expected, did not attempt to answer any of the points raised in the two Select Committee reports on the subject.

Of the interested organisations, only those lobbying for the extension of refugee students from the new fees will have derived much satisfaction. Although neither Mr Mark Carlisle, Secretary of Stint for Education, nor Mr Neil Marten, Minister for Overseas Development, gave any commitment on the subject, there was sympathy on both

sides of the House for the idea of special treatment.

Mr David Ennals, a Foreign Office Minister under Labour said that refugees accounted for only one per cent of the overseas student population and should pay fees at the home rate. Since they had, by definition, no other place of ordinary residence the three-year qualification should not apply.

Mr Marten, winding up for the Government, said that Ministers



Mr Carlisle: "The fee was only one element."

were aware of the difficulties facing refugees and conceded that this was an important point. However, as with the question of Cyprus students which was also raised in the debate, he would say only that the Government was giving the matter special consideration.

Opening the debate, Mr Neil Kinnock, the Shadow Education Secretary, accused the Government of creating a "higher educational Hilton" where only the rich nations could afford to send students.

"The Government's policy shows a fearful combination of innumeracy, insensitivity and insensitivity to the needs of this country and our higher education and the needs of students from many other parts of the world," he said.

The size of the new fees had been based on miscalculation of the real cost of overseas students and would make Britain the most expensive

country in the world in which to study.

Foreign students would be forced to look elsewhere and would be attracted more than ever by the inducements offered by China and the Iron Curtain countries.

"The irony of the higher cost fees strategy is that, while the Prime Minister is rattling his sword against the Red menace, the allegedly threatened us in every continent, the Secretary of State for Education and Science is acting as the registrar for the Patricio Lumumba University in Moscow," said Mr Kinnock.

Mr Carlisle denied that Britain's fees would be the highest in the world and said the signs were that numbers would stand up very much better than critics had forecast. A British degree remained good value for money, and the Labour Government had intended to reduce numbers in any case, he said.

"In our universities there are now 5,000 more students than the target set by the previous Labour government for overseas students in the number rat they provided for in the recurrent grant," said Mr Carlisle. "They are in our universities, and are paid for at the cost of 5,000 fewer home students."

On the balance of nationalities, Mr Carlisle said: "The fact is that we never were getting the poorer students from the poorer countries. The fee was only one element of the cost of studying in Britain, making up approximately one-sixth of the total."

Responding to criticism of the Labour government's record on overseas students' fees, Dame Judith Hart revealed that a Green Paper on proposals for a fairer fees system was to have been published this year or next.

But Mr William Van Stroucken pointed out that it was Labour who had entered the field of discrimination against overseas students. Introducing higher fees on the last day of term before Christmas. From then on it was inevitable that eventually there would be full-cost fees, he said.

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Kingston Poly confident of survival after funds

by Paul Flather

Kingston Polytechnic and local authority officers are confident that changes in next year's funding methods, currently being drawn up, will allow the college to advance off its "cash baseline" without forcing drastic measures.

A governors' working party is currently preparing a review of the operation of the polytechnic in response to an invitation from the local education authority to secure the future of the college.

The L.E.A. has asked the governors to consider running a more vocationally oriented college. The polytechnic already has a high reputation for running vocational courses as well as a business and management training centre. More than 80 per cent of all students attend vocational courses at present.

Mr Darnott, H.E.A. further education officer for the L.E.A., said the governors had been invited to set up the review because of financial stringency. The L.E.A. is also known to be in favour of the Finniston proposals on training engineers.

"The polytechnic was also founded 10 years ago, and it seems reasonable enough to ask the governors to review the college's management, commitment, and contacts with local industry," he said.

Dr Alan Matterson, deputy director of Kingston, said this had been a "rough year" and that no new system based on unit costs drawn

up by the Department of Education and Science could possibly have been agreed as early as it was.

Kingston was among the winners of the 30 polytechnics, losing about £2m off its original income because of the cutting of the local authority's pay. Some of it had to be made up from local funds.

Dr Matterson said: "The beginning of the year that a further money for advanced further education was made from local authority funds. Kingston was the second smallest authority in England with 14 per cent of the total."

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'Value for money' lobby calls for figures on graduate jobs

Polytechnics should be made to publish details of the first destinations of their graduates, argues a report out this week.

In its annual report the University of Manchester Appointments Board says the "manpower audit" required of universities by the University Grants Committee or now vital munition in proving to government and nation that universities give value for money.

But while the destinations of around 90 per cent of university graduates were known, the figure for CNA degree holders was only 80 per cent.

Originally intended as aid to students, the series—First Employment—

ment of University Graduates was now more important in showing the cultural and economic results of the money spent.

These statistics were the result of an audit by what was the "controlled" sector, however, under an obligation, and there were substantial areas of the sector not covered.

Therefore, as grants now go towards the financial of universities, may take account of the information revealed in these "first destination" statistics, it is fair to suggest that similar criteria should be applied to other parts of the higher education system.

Aberdeen launches a directory

In an attempt to help Aberdeen University's 1980 graduates who wish to find employment locally, the careers and appointments service is issuing a 200 local firms brochure of over 40 graduates looking for jobs in the Aberdeen area. They hope that some firms which have only one or two vacancies will be attracted by some of the young people appearing in the brochure.

A body similar to the IBA or the BGC Educational Advisory Council should decide what is educational, the Aberdeen employment scene is healthy, says the careers service, there are never enough suitable jobs for inexperienced new graduates, particularly

those without technical qualifications. However, the service has just revealed that 52 per cent of last year's graduates have found permanent employment—the highest percentage ever recorded.

While a considerable number go on to further study of vocational training, 37.2 per cent last year took the train for the past few years has been for graduates to begin job hunting as soon as they complete their degree studies.

The trend away from teaching has been halted with 21.5 per cent going on to teacher training.

North American News

On-campus search for realities of terrorism

from Fred M. Hechinger
N.Y. Times news service

At 6:30 pm on a Friday, students and some faculty members of the University of Nebraska at Lincoln met for a last-minute briefing on a carefully rehearsed exercise that was to take place the following day. The plans called for a simulated incident of international terrorism. A state department representative who had participated in the preparations was just winding up his keynote address, underscoring the significance of Saturday's exercise, when terror suddenly interrupted the proceedings.

A reporter for the Lincoln Star recorded what happened: "His face distorted by anger and his voice hoarse, the green-clad man, who had been speaking of the 'On the floor up against the wall' Chelmsford as more than 100 bodies scurried for the well, fuses down. The revolutionaries had stormed the continental room. My mind reassured me that this was all just a game, that the guns the terrorists brandished were not loaded, that their raging hostility was only an act. But my body responded in fear. Dr. John Wadlow was thrown to the floor. The giggling in the room stopped."

The terrorists called six students by name and took them hostages. The student union's exits had been barricaded. The terrorists' demands included \$1m for the Third World, an apology from the State Department for the alleged American atrocities, conversion of the governor's mansion into a civic centre for Lincoln's poor people and instant dismissal of the university's British faculty members unless Britain promised to pull out of Northern Ireland.

It may be a sign of the times that these once-popular simulations of conferences on world governments have given way to a realistic simulation of the latest, troubling component of international affairs—terrorism.

The exercise, said Professor Wadlow, was of interest to students and faculty from a variety of disciplines, including journalism, history, criminal justice and political science, in addition to international affairs. The first exercise was considered so useful, and so revealing, that new simulations are planned for the 1980-81 academic year, with the University of South Dakota and possibly other campuses joining.

Prospective topics include the conflicts in South Africa and the Middle East. At that point to everybody's relief, this simulation was called off.

The episode was part of a carefully planned academic venture called "Teaching international relations through simulation: international terrorism exercise on international terrorism." Students and professors from Nebraska and two other cen-



Simulation of terrorist attacks was part of the training which helped the SAS (above) free the Iranian Embassy hostages. For American students such simulations are testing theory in practice.

tries—Wayne State College and Kearney State College—were involved. Dr Wadlow, professor of political science at the University of Wyoming, and Dr Leslie C. Duly, professor of history at the University of Nebraska.

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Clandestine debate on 'lean' years ahead

A behind-the-scenes debate in the inner circles of the higher education establishment may significantly influence the way the nation's colleges and universities prepare for the lean years ahead. The question of whether those years will actually be as lean as is widely feared is at the heart of the debate.

On one side of the debate are expert projections based on population trends. Eight years ago the number of first-graders showed its first significant decline of some 600,000. The curve has since gone steadily downward.

The key fact, said Fred Crossland, head of the Division of Education and Public Policy at the Ford Foundation, is that by 1994 the number of 18-year-old Americans will have decreased by or less 25 per cent from the 1979 record high.

At present 11.5 million students are enrolled in about 3,000 degree-granting institutions. A 15 per cent reduction, the present conservative estimate for the mid-1990s, would mean 1.75 million fewer students. Crossland said, two ways to deal with such a prospect: stimulate demand to entice more people to go to college; or reduce the supply of places by making colleges smaller or shutting some down.

Such predictions make college presidents shudder. Some have taken the facts to heart and are actively engaged in what has been dubbed creative retrenchment. But many others hope the famine will hit only the campus at the other end of town.

Optimists will undoubtedly welcome a new document on the other side of the debate, published by the American Council on Education, the prestigious organization representing higher education in Washington. The paper was prepared by Carol Francis, the council's chief economist, and is entitled *College Enrollment Trends: Testing the Conventional Wisdom Against the Facts*.

Dismissing Crossland's statistics, Miss Francis argues that her figures indicate there either will be only a small decrease or possibly a slight increase of 3 per cent in the decade ahead.

The council's forecasts are based on the following projections and possibilities:

- The number of American youths graduating from high school may increase by 75 per cent.
- A greater number of high school drop-outs may ultimately return to prepare for college.
- Greater numbers of young people from low-income families, and women and members of minority groups, may go to college.
- Fewer students may drop out of college.
- More people 25 years old and over may enroll.
- The number of employed people, whose educational needs are currently served by industry but who

may prefer to go to college may increase.

● The number of foreign students, which has been increasing considerably, may grow.

To all these possibilities, Crossland replied: "Don't sugar-coat the pill." He warned that, while statisticians may quibble, the basic long-term writing was on the wall. The decline of 1 to 2 per cent a year would start in 1982 and continue at least until the mid-1990s. This, said Crossland, would mean a drop in the number of students to between 150,000 and 175,000 annually.

The impact will differ between regions. It is likely to be twice the national rate in the northeast. It will hit Ivy-prestige private institutions and State colleges many times harder than prestigious private institutions and State university systems.

Unless economic conditions change dramatically for the better it is unlikely that there will be much growth in the percentage of young Americans graduating from high school. Similarly, only a dramatic increase in employment opportunities would substantially add to the minorities college enrolment.

As for the increased enrolment of adults as part-time students, many experts say that it takes anywhere from three to five adult students to compensate a university's budget for the loss of one full-time student. And unless the present trend is reversed, industry will probably offer employees more education on its own premises.

It is, of course, possible that some institutions will fill their vacancies with unqualified students, domestic and foreign. But recruiting educationally marginal customers must be measured against the potential harm this will do to the quality of the education.

Those who are denounced as prophets of doom say that if they should turn out to be overly pessimistic it will be relatively easy to adjust things upward. On the other hand, they say, if college presidents rely on optimistic forecasts without preparing for retrenchment, they may find it too late to save their campuses should disaster occur.

But the council said its study showed what have been far more pessimistic about the outlook for student enrolments than is justified. The complete study will be published later this month.

Crossland says American higher education is not exempt from the law of supply and demand, and it must respond to it. He urges academic leaders to consider two points: First, their unwillingness to accept bad news and follow to unrealistic goals for is irresponsible.

Second, planning that focuses essentially on one's own institution without reference to other colleges and universities is stupid.

Church leaders condemn attitude to EEC

Church leaders are deeply worried by the recent government announcement that students from EEC countries will be charged the same fees as home students.

In a letter from the Archbishop of Canterbury, the most senior of Robert Runcie, Cardinal Basil Hume and the General Secretary of the British Council of Churches, the Revd. Harry O. Morton to the Foreign Secretary, Lord Carrington, they say they are deeply disturbed

about the future of able but poor students coming from the developing countries of the Commonwealth.

The recent announcement exposes what the church leaders believe to be a failure to treat Commonwealth students in a way that meets Britain's moral responsibilities to its former colonies. "It is wrong that we should be helping the rich rather than the poor," they say.

The letter endorsed the recommendations of the House of Com-

mons Select Committee on Foreign Affairs and Education, Science and the Arts that the responsibilities for Commonwealth students should be undertaken by the Foreign and Commonwealth Office.

They also believe that more funds should be made available through the Overseas Development Administration. "We believe that this should take the form of a realistic and substantial number of bursaries," they said.

CET presses for more TV education

The Council for Educational Technology is pressing for a fixed proportion of educational material in the proposed subscription television service programmes.

Responding to the Home Office request for views of interested parties, CET says it expects the present small amount of time given over to educational programmes by the BBC and ITV channels to educational broadcasting to increase even further. It accepts,

however, that an educational channel is not an option at the moment. The view of the high degree of commercial risk involved and the government's refusal to make any public money available.

Instead, subscription TV operators should be made to include some educational material in their programmes. These could include programmes about local events and places, including those made by

pupils, and information programmes on local education and job opportunities.

The subscription service could also repeat Open University, BBC and other national broadcasts at more suitable times.

A body similar to the IBA or the BGC Educational Advisory Council should decide what is educational, the Aberdeen employment scene is healthy, says the careers service, there are never enough suitable jobs for inexperienced new graduates, particularly

New microscope for Surrey

A new £200,000 electron microscope is to be installed at Surrey University thanks to a joint £200,000 collaboration by Government, industry and the university. It was announced this week.

The instrument, a scanning Auger X-ray microscope, is to be installed in the metallurgy and materials technology department and will be used to investigate processes of chemical changes near the surface of metals.

Its purchase has been made through a £154,455 Science Research Council grant, a £25,000 donation by Johnson Matthey and Company—a local company that already uses electron microscopy—and another £20,000 from the university itself.

Sir Monty advocates 'variable' university time

by Olga Wojtas

Scottish Correspondent

There were calls for a new deal for both the most able and least able school leavers at a conference at Stirling University looking at the development of Scottish education in the 1980s.

Stirling's chancellor, Sir Monty Finlayson, told the conference that the amount of time students spent at university should be variable.

"There are people who are better than others and they ought to be advanced as the society can benefit from their talents. Engineers should spend three to four years at university, although just being educated is not sufficient for an engineer—they should do a period of structured training in industry," Sir Monty whose keynote address

concentrated strongly on engineers, said that when his committee spoke to employers the general reaction was that under-graduates' academic education was inappropriate, although employers did not know what would be more appropriate.

"We recommend that the curriculum should not be dictated by the professor, but that he ought to advise from the people who would be using the product of his academic training," said Sir Monty.

"If the accreditation body did not approve a course, no money would be forthcoming—nothing would be added to academics' (that) finance."

Sir Monty added that his committee had been struck that some one could leave university at 23 and work for the next 40 years in a world which would change radically without there being any way of changing new ideas into reality.

In a structured manner, "Post-graduate education is not a normal feature of a man's or woman's career," he said, "yet how is it possible not to keep yourself up to date and yet give of your best to society?"

Sir Monty said he recommended for a legal right of release from work to enable engineers to keep abreast of current trends was revolutionary; this happened with every profession in France, and was also found in Germany and the United States.

This kind of scheme would mean a considerable difference to the administration of universities: polytechnic schools of the future, he said, would be different.

Talking to a group of investigating education and work, Mr. Seedy Thomson, a lecturer in further education at Jordanhill College of Education, said: "The success of a government scheme that gives universities con-

siderable sums of money for a liberal education for a fortunate minority."

In 1977, he said, while a third of Scottish 16-year-olds remained at school, 14 per cent were employed, and 13 per cent were in the armed forces.

Mr Thomson called for a second educational offensive to be launched when children were given the right to leave school at 16 and to work or to study.

So far, he said, rather than schemes being running and being receiving more money, there has been a tendency to cut back on the number of students and to cut back on the number of teachers.

California earns a plus for science but gets a minus for the arts

from Clive Cookson

California ranks well ahead of other institutions. Undergraduate students have mathematical test scores in the top 1 per cent and verbal scores in the top 2 per cent. Of the country's population but about 20 per cent of its brightest scientific talent, measured by the numbers who have won the most prestigious awards in their field.

On the other end, according to a new study by the Institute of Government Studies at the University of California, Berkeley, the state lags far behind the national average in the arts and literature, where it has won little more than its expected share of the traditional prestigious awards.

The essence of California's intellectual achievement is captured in a narrative by the California Institute of Technology. This remarkable little university has 600 undergraduate students, 850 postgraduate students, with 18 Nobel Prize winners among its faculty and alumni. Forty-four faculty members have been elected to the National Academy of Sciences. Proportionately, no other university comes close to these figures.

In the academic ability of its students, Cal Tech is also far ahead of other institutions. Undergraduate students have mathematical test scores in the top 1 per cent and verbal scores in the top 2 per cent. Of the country's population but about 20 per cent of its brightest scientific talent, measured by the numbers who have won the most prestigious awards in their field.

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When Marvin "Murphy" Goldberger left the chairmanship of the physics department at Princeton to become president of Cal Tech, he knew all the facts and figures. He still found himself surprised by the "contrast between Cal Tech's reputation and the size of the state. There is a level of excellence here that I think is unmatched at any other institution in the world," he said.

Top priority for the eighties of Cal Tech will hence, Dr Goldberger told this award-winning scientist, will be to become more alert and flexible enough to catch quickly on the most exciting new scientific development and bring them to Cal Tech. "Because of our small size, we have the ability to be a factor on our fact than any large institution," he said.

Another important task will be to establish a close relationship with the state and federal governments. Fifty com-

panies already pay \$20,000 a year to be industrial associates of Cal Tech, which gives them access to the Institute's research expertise. Seven computer firms have joined a new "silicon structures programme" for \$100,000 a year, and a similar "catalysis programme" is being set up for chemical companies to aid in their research.

Despite its generally excellent academic and financial health, Cal Tech inevitably has a few problems, although they are ones which most university presidents would be delighted to exclude. With Dr Goldberger, one factor that may begin to sap the vitality of the Institute is a faculty overburdened with senior staff. Of the 258 professional faculty, 197 are full professors and only 23 are untenured assistant professors.

At present the 82-acre campus in the wealthy Los Angeles suburb of Pasadena is dominated by pre-war buildings dating back to the years when three great scientists, George Ellery Hale, Millikan, and Arthur Compton, created the California Institute of Technology out of an obscure

some sympathy: "In many ways, I feel it is too intense, by the extent that we tend to develop students who are extraordinarily good at solving well-posed problems but who don't do quite so good a job of developing students who have a sense of the beauty of an obscure

vocational college called Polytechnic Institute. A visitor expecting to see ultra-modern and space-age labs is disappointed.

The low proportion of women (12 per cent) and minorities (8 per cent) undergraduate and 2 per cent graduate in the student body remains one of the Institute's major problems. A state which is most conscious of the need for racial and sexual equality.

The Institute is seen to be making a genuine effort to attract women and minority students, but it has long way to go—and even further to go with the recruitment of women and minorities to the faculty.

Students complain frequently about the toughness of Cal Tech's undergraduate curriculum, and 30 per cent drop out because the pace and the standards required are too much for them.

President Goldberger expresses some sympathy: "In many ways, I feel it is too intense, by the extent that we tend to develop students who are extraordinarily good at solving well-posed problems but who don't do quite so good a job of developing students who have a sense of the beauty of an obscure

Dr Goldberger and his predecessors have had a hard time attracting distinguished non-scientists to Cal Tech, and some senior positions in the Division of Humanities and Social Sciences still have to be filled. Pasadena has limited appeal to an historian, a philosopher or a scholar of English who likes the collegiate atmosphere of a conventional university.

Nearly a quarter of the undergraduate programme of Cal Tech is devoted to the social sciences and humanities, but there are few graduate students in the social sciences and none in the humanities. Presumably it is primarily a fear of intellectual isolation which has led several scholars to turn down professorships at Cal Tech in recent years.

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Robin McKie meets the new professor of theoretical physics at Newcastle, who disproves the theory that in his discipline the best years are over by 30

True science is weirder than science fiction

At the age of 34 the appointment of Paul Davies in the post of professor of theoretical physics at Newcastle University marks the beginning of an expanding, confident higher education system which could accommodate and use the best of fresh young talent. As it is, he must now be the youngest person filling such a post, although Professor Davies has no claim to particular merit in this.

"In the past there have been many younger than I taking professorships in physics, although this is no longer the case in these days of recession", he said.

"Anyway, there is a common folklore that by the age of 30 mathematicians and physicists have burned themselves out completely. You only have to look at the very best—Einstein, Newton, Maxwell, Dirac or Schrödinger—to realise they all did their best and most important work in their early 20s."

Now that he will find a lack of difficult and demanding tasks in his new department specializing in his subject of quantum gravity, now the time has come for him to spend much of this time fighting for survival.

"Really I can hope to get myself a couple of post-doc assistants and one or two research assistants with Science Research Council help just to keep a group going at Newcastle", Professor Davies said.

It is the uncompromising view of a scientist whose past actions have done little to avoid the disfigurement of colleagues. In particular he has committed the cardinal sin of turning his attention to a series of popular science books, a move calculated to produce waves of academic hostility, including some from his former associates at King's College, London, where he lectured in applied cosmology.

Speaking about his first major entry into their field, *The Runaway Universe*, an ambitious attempt to explain the course of the universe

from the Big Bang to a future of a billion, billion years hence, he admitted that although some colleagues had been quite polite in their reaction to the book others had treated it with outright derision. "Most of them didn't even bother to go beyond the jacket, yet even this superficial treatment still causes me quite a few sleepless nights, I must admit."

It is particularly unfair of them to react this way, he believes, because his books are merely attempts to provide the public with clear accounts of recent developments in quantum mechanics and their importance in understanding the nature of the universe. It does not extend to the lurid speculation and crazy conjecture that have marred the work of other scientists in popular markets.

Indeed, Professor Davies is equally dismissive of these scientists who pander to a public that only wants to know those scientists who wave their hands about on TV. But he admits it is quite easy to get pushed over the top into over-sensationalism. When *The Runaway Universe* was reprinted in paperback, the publishers insisted on re-writing it to make it more sensational. "I am more exposed by Professor Davies, although the matter was out of his control. In the end he found his book languishing in stores on shelves devoted to science fiction, which brought him more flak from unused colleagues."

Now his new book has been published by J. M. Dent and titled rather more modestly *Other Worlds: Space, Superspace, and the Quantum Universe*, an effect rather spoiled by the publisher's claim that it contains "the most exciting theory that completely changes our view of the universe."

Other Worlds is an attempt to explain the strange quantum world of the atom where the deterministic order of Newtonian physics breaks down into a sea of events and particles that can only be explained in terms of possibilities

and probabilities.

At this level there are countless different possible worlds "in a sort of suspended state of schizophrenia" and one is selected when an act of observation is made of it. This effect is only noticeable at quantum level but has consequences for everyday life, Professor Davies believes.

If you need to observe an event to bring it into reality, then it can be argued that the physicist Eugene Wigner has done, that the whole cosmic panorama is generated by his own inhabitants. This, thinks Professor Davies, is rather unlikely, although he admits some theory is needed to explain the existence of the myriad other possible worlds and our own "real" one.

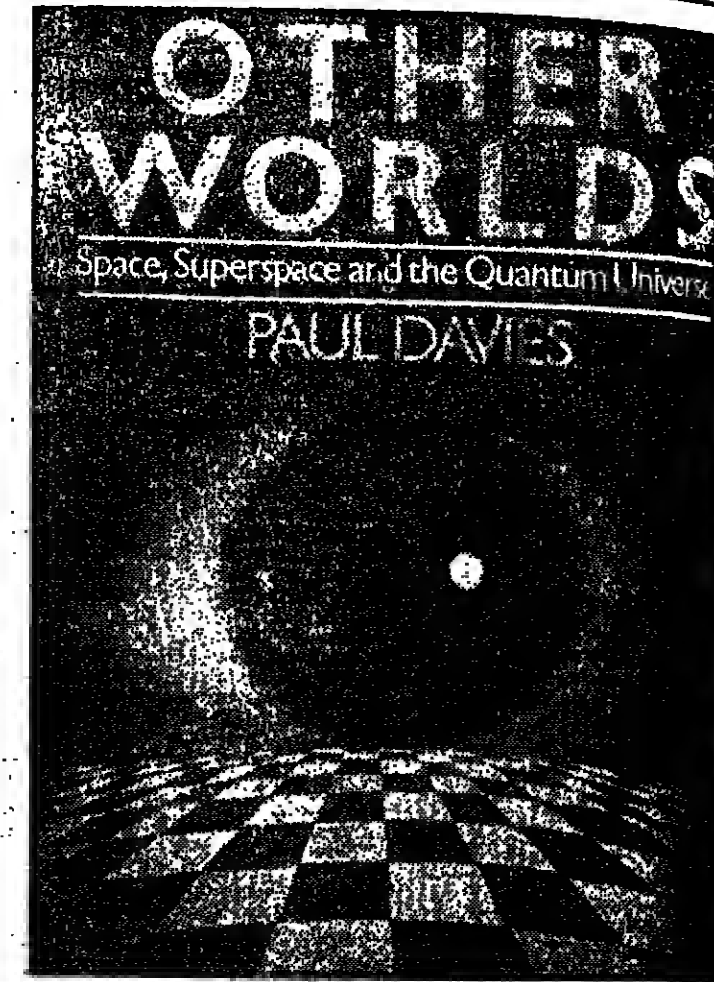
The answer, as proposed by Hugh Everett in 1957, and later developed by Bryce DeWitt of the University of Texas, is that all these other possible universes actually exist and each, a subatomic process produces many different outcomes with a new universe of each branching point.

"Not only are there, but our consciousness is being repeatedly multiplied, each copy becoming a thinking, feeling human being like the one we see around us," Professor Davies writes in his book.

This weird hypothesis seems bizarre in the extreme, yet it has the added benefit of explaining some recent discoveries about the nature of the universe and its chances of life as we understand it. As Professor Davies quite simply puts it: "We live in a world of astronomical unlikelyhood."

Were gravity to be slightly stronger or weaker, the forces that control nuclear activity to be slightly varied, the burning of stars and many other factors to be only slightly different, then a dead, burnt-out universe would have resulted.

You can either then postulate divine intervention (an unhelpful



move in attempting scientific understanding), assume we are very lucky indeed that conditions came about just right, or adopt the many-worlds model of Everett and DeWitt which infers that an infinite number of universes are indeed "dead and burned-out" and in only some are conditions right for life. There is nothing special about life in our universe, as it is only one of these truly suited for it.

These ideas are quite "mind-boggling," Professor Davies admits, and put quantum physics in the realm of science fiction. "I have long thought that real science is far weirder than science fiction which is really full of rather feeble ideas," he said.

Yet this view of the universe has profound philosophical implications. Not only is there a small part of a tiny speck in the universe, but this universe is only one of an infinite variety.

Charlotte Beyers looks at a centre for the study of war, revolution and peace founded by an American president

Hoover's great ivory hope

While crossing the North Sea in 1914, future United States president Herbert Hoover was reading about the problems of studying the French Revolution. All the documents had disappeared. Hoover vowed not to allow this to happen to records of the First World War.

The Hoover Institution for War, Revolution and Peace stands today as a monument to this resolve. As a centre for advanced study and research of problems concerning political, social and economic change in the twentieth century, it has become a beacon for scholars from all parts of the globe who come to pursue the million and a quarter books and government documents.

"We have incredible collections on Germany, the Soviet Union, China and Japan. For studying the history, economics, politics, wars and revolutions, the international relations of the twentieth century, we are unique," says Peter Duignan, Senior Hoover Fellow.

If you wanted to compare the Red revolution in Russia, Cuba and China, or if you wanted to look at fascism around the world, you'd have to come here. We have an extraordinary collection of 3,800 documents of archival material as well as the standard scholarly works," he said.

The archival works include an original letter written by Lenin to a group of Americans in New York, a diary of the Russian Revolution, and the famous authors who have used the collections.

The institution has its own press, and in 1979 it released 49 books by resident and non-resident scholars. Among its most important recent publications is the United States in the 1920s, edited by Peter Duignan and Alvin Rabushnik, Hoover Senior Fellows.

Its central theme is that the United States has entered on a new era, including limited government. Now is the time to slow the rate of government growth so that private enterprise can flourish, Duignan says.

"We have to contain the Soviet Union. We must once again begin to project our power. We are dangerously underarmed. The Russians have never gotten out of a cold war posture. United States policy should aim at keeping the Soviet Union out of the Persian Gulf and at strengthening Saudi Arabia."

Perhaps the most striking history, Duignan is planning another book refuting the idea that the Russian Revolution was a third world war will start in Europe. "It will be in the Persian Gulf when both the USSR and the United States collide over oil," he says.

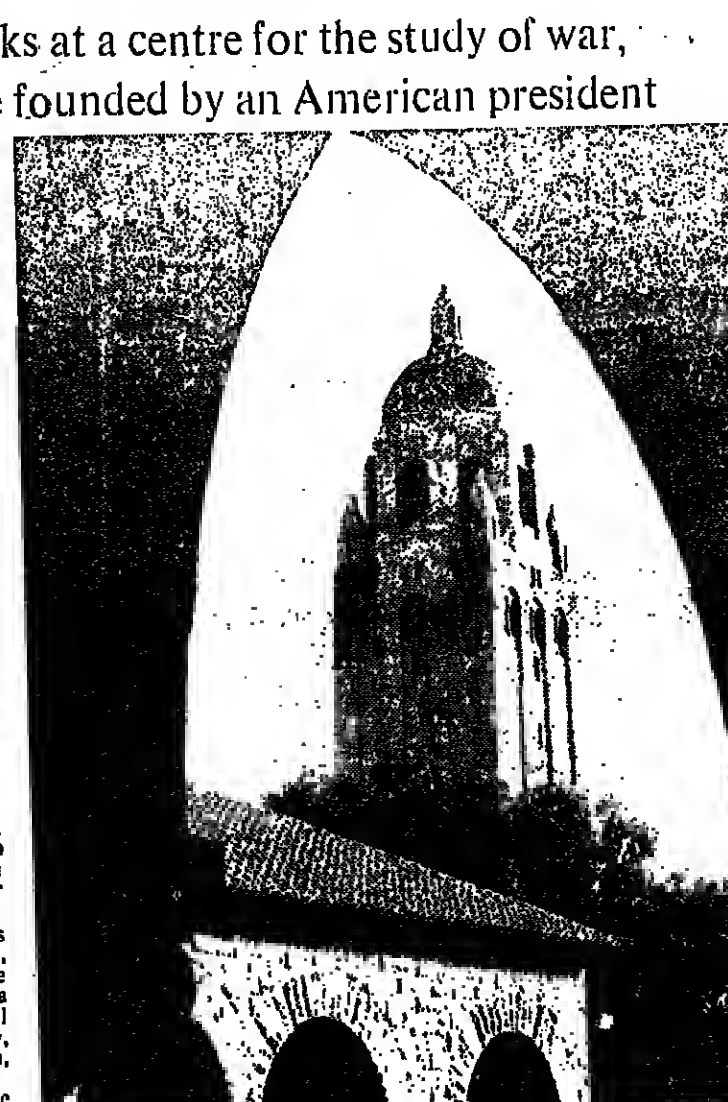
His colleague, Dr. Edward Teller, knows as the father of the hydrogen bomb, says: "The only way we can defend ourselves is by a collaboration between the democracies on all fronts of defence including weapons as well as increasing the availability of energy systems."

Teller worries that the free world will not exist in the war in the Middle East. "We don't have the power to oppose the Russians. President Carter talks about dropping a line. He has nothing to back that up and that is why the danger of war is growing."

Like Teller, who speaks of a defence has been sought by several presidents, Hoover Institution scholars are having a greater impact on national policy.

Dr. Rita Ricardo Conzelmann, wife of the director and on several occasions a member of the Hoover Institution's Advisory Council, says: "I have no doubt that the Hoover Institution is an expert in the economics and health care."

Dr. Thomas Moore, director of the Hoover's domestic studies program, testified before Congress that the Hoover Institution is an expert in the economics and health care.



The Hoover Tower at Stanford University, California.

contents. The left unnumbered the right five to one, and there were five Trotskyite almanacs," said Mr. Duignan.

Each year hundreds of scholars come to research the 20th century. Barbara Tuchman, William Shirer and Alexander Solzhenitsyn are among the famous authors who have used the collections.

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The application of economics at NELP

David Jobbins explores the way in which proposals for the closure of a department have been conducted.

Next Friday the plan to close down North East London Polytechnic's applied economics department on its existing grounds goes before a full meeting of the governors.

Closure of the department—and termination of its BSc degree course—has been proposed by an ad hoc committee which was given the task of preparing a new base for the polytechnic for the 1980s.

The committee considered the earlier proposals for sweeping closures affecting a wide range of the polytechnic's work together with an alternative plan put forward by senior academics which avoided both the lines of courses and jobs.

The committee was set up in the face of mounting pressure from staff, unions and the National Academic Awards and many learned societies and individuals for fresh thought in the given to the way of resolving financial problems.

"The key in the plan is a phased withdrawal from the polytechnic's Waltham Forest precinct and distribution of departments in new sites in other sites."

In the reshuffle, however, applied economics—a department within the Faculty of Business—would be retained. The three academic board representatives on the closure but were overruled by the seven others: Chairmen of governors Mr Arthur Edwards, three joint education committee representatives and three government representatives.

Application to the closure committee with a strongly worded protest from the academic board at the failure to advance serious arguments for such a "grave" recommendation.

"This is a very serious recommendation," the board said, "and it is a very serious recommendation."

The Council for National Academic Awards is also known to be concerned about the way the closure proposals have been handled. The proposed loss of consultation at NELP made it difficult to assess the criteria being employed, the chairman of the council said.

Under this programme the Hoover Institution continues to investigate why government regulation and why government taxation are being taken with no serious arguments put forward or reasons given.

"This is the big scandal. You would expect any organization taking measures of this kind to be doing it. Especially in an academic institution this would go without saying."

The BSc course is one of the biggest in the public sector with the largest intake of any economics degree among the London polytechnics. It is also one of the most efficient courses at the polytechnic, with a student-staff ratio of better than 10:1.

There are 176 students on course at the moment and despite the application of the overseas student quota the 1979-80 intake increased from 58 to 79. After a broad range of techniques, students proceed in their second and third years to choose from a range of 40 optional subjects.

Diploma in four broad groupings: economic history, urban economics and related subjects; political economy; and theoretical economics. For example, if they are studying social welfare the Hoover will criticize government waste and management, or if they are studying the trucking industry they will object to government regulation.

Dr. Thomas Moore, director of the Hoover's domestic studies program, testified before Congress that the Hoover Institution is an expert in the economics and health care.

employers' requirements. The general impression gleaned from talking to both staff and students is that employment prospects weigh heavily in students' minds when they first apply for the course and when computing the pattern of their studies.

"There is firm evidence that graduates have experienced little difficulty in entering occupations where their skills are of direct use. Students who have concentrated on planning studies, urban economics, transport and communications, have equipped themselves for employment by central or local government, while others take up careers in accountancy or business management."

"It has always been our belief that the range of options and the flexibility which allows students to tailor their study closely to their needs seems to have made the staff. They have a number of employable skills, which seem to be evidence that the course is indeed vocational."

Polytechnic director Dr George Bresnan has said that the closure of the department would be a disaster. He said that the department has a number of students who are employed in the private sector and that the closure would be a disaster.

In any case, they say, under the strict rules of the National Academic Awards, the department would be challenged, and no reason for singling out applied economics has been given.

They also challenge the notion that the course is not sufficiently distinctive. They argue that the view not shared by external examiners and the CNA.

But they feel their best defence is to rebut the financial argument for closing down the course. Calculations suggest that, because the earliest that staff can be redeployed is August 1981, and because there is a continuing commitment to students on course, closure will mean a net loss of revenue to the polytechnic from 1980-81.

The combined lost fee income for 1980-81 and 1981-82—calculated on the basis of 50 home students—would be £150,000. But because of the timing in shedding staff the saving in salaries, not taking redundancy payments into account, would be only £60,000. The staff posts were lost or the earliest opportunity.

Over two years closure would leave the polytechnic £150,000, but "save" only £60,000—a "net gain" of £90,000.

A less complicated calculation suggests that if all staff were redeployed, the loss of fee income would lead to a net saving of less than £40,000—a flood-bait compared with the polytechnic's multi-million budget.

In the long run, staff say that closure will leave the polytechnic worse off in the national move towards cost savings as a basis for distribution of resources.

A small deputizing representing external examiners, members of CNA visiting panels, and members of the Association of Polytechnic Teachers in Economics, hopes to meet Mr Edwards before next Friday's meeting if a direct discussion with governors proves impossible.

In the absence of firm reasons for the choice of their department as the victim of the cuts, staff are being driven to consider other theories. The main prevalent is that the administration believes that students from the department were unduly prominent during last year's negotiation against restrictions on overseas student numbers.

A report by the director blamed the occupation in a door-to-door effort by student members of the Socialist Workers' Party. It added that a named member of the applied economics staff allegedly assisted the SWP members "morally if not formally". Half the students named in legal action as a result of the occupation were from the department.

There is anxiety that the government may be asked simply to wipe the recommendations, and that the closure of the department will be avoided. It is being suggested in some quarters that the responsibility for taking decisions was delegated to the ad hoc committee.

Dr. Thomas Moore, director of the Hoover's domestic studies program, testified before Congress that the Hoover Institution is an expert in the economics and health care.

Olga Wojtas sees signs of a possible change in a unique relationship between church and the universities Enterprise within the Kirk—and increased internal combustion

There is a unique relationship between the Church of Scotland and the four ancient Scottish Universities. Scotland's four divinity faculties are university faculties and church colleges rolled into one.

As well as ordinands for the Church of Scotland—and, indeed, many students studying theology purely out of academic interest—the colleges of Aberdeen, Edinburgh, Glasgow and St Andrews teach ordinands for many other denominations.

But while these other ordinands will spend time in their own church seminaries, prospective Kirk ministers simply take their BD, and are attached as probationers to a parish before becoming fully fledged.

It is not a relationship which pleases everyone in the Kirk. There have always been faint rumours about the possibility of the Church of Scotland setting up its own seminaries or providing education after the BD. But this came to a head at last year's General Assembly, the church's annual meeting attended by ministers and elders, when it was asked that the board of nomination for Edinburgh University's divinity faculty was considering a Roman Catholic, Protestant, Jewish, or Muslim for the chair of Christian Dogmatics.

There was opposition on two fronts. The more articulate came from an academically minded section who felt that Professor Mackay did not have adequate ability for the post. In fact they meant was that his liberal theology was strongly opposed by the neo-orthodox tradition represented by the chair's previous incumbent, Professor Tom Torrance, an theologian-philosopher of international reputation.

The more vocal opposition came from a section who felt that Professor Mackay did not have adequate ability for the post. In fact they meant was that his liberal theology was strongly opposed by the neo-orthodox tradition represented by the chair's previous incumbent, Professor Tom Torrance, an theologian-philosopher of international reputation.

from a large number of people disaffected by the prospect of a Roman Catholic teaching systematic theology to students largely training to become ministers of the Reformed Church of Scotland. This ignored the fact that many divinity posts, including two chairs, had already been filled by non-Kirk staff: Anglican, Methodist, Baptist, Greek Orthodox and Roman Catholic among them.

There was a call at the assembly for Edinburgh University's board not to appoint Professor Mackay. This was not entirely proper. For the Kirk enjoys a control over theological chairs unparalleled in any other faculty. Professors are appointed by a board of nomination comprising six church representatives and six university representatives, usually from the divinity faculty and often Kirk ministers. The privilege extends even further in Aberdeen and Glasgow where the chairs of practical theology are purely church appointments.

And the church cannot be said to pay dearly for its privileges. It pays a sum to chairs, fixed many years ago and never so far increased, ranging from £600 to £1,000.

But a sign that the relationship between the Kirk and the universities might be changing has been seen in Aberdeen where the chair of Hebrew is about to fall vacant. The University informed Christ's College that it could no longer support a professorship. The college, backed by a temporary loan from the church, has been forced to have recourse to some assets which have been accumulated but not applied.

Some have seen this as the thin end of the wedge that the church is using to undermine the divinity faculties.

They feel a problematic precedent has been set.

Others see it simply as an interesting rationalization within the university. The fact that the church cannot divinity faculties exist, indeed, as prime targets for, because of church unions and amalgamations earlier this century, the faculties ended up with many double chairs and have remained too heavily compared to other faculties of the universities.

But the church, like most voluntary organizations, is labouring under financial strain and it is unlikely it could begin subsidizing chairs to any great extent.

For purely financial reasons, it is unlikely that the Kirk would ever set up its own seminaries. It has no suitable vacant buildings, and already occupies £250,000 in year numbered 55.

But all concerned agree that the divinity faculties have always dealt honourably with their church. Perhaps too honorably.

Professor A. A. M. Duncan of Glasgow's Scottish History Department, remarks: "The Universities have persons for the Ministry which might be thought to be funded by the church. The paying would have been contemptible. The faculty will not expect the church and university should."

Professor Duncan is labouring great interest in religious studies, and particularly comparative religion, and I think we ought to meet that. This is what the Divinity is doing."

St Andrews, under 10 per cent of where divinity students are, are in a state of financial crisis. The divinity faculty is a small, but it is a state of financial crisis. The divinity faculty is a small, but it is a state of financial crisis.

course which is not recognized by the church.

But over the past 30 years the approach of all the faculties has been expanding and diversifying. Although in theory, anyone of any persuasion or none at all could take a divinity degree, in practice, until the 1950s the divinity faculties trained people almost exclusively for the Church of Scotland. Since then, because many of the staff were of genuine international status, the faculties were embraced by an influx of students from the United States in particular and from many of the older European universities including ones in Hungary and East Germany.

This could be the salvation of the Divinity Faculties as the universities come under increasing financial pressure. For while some secular-minded people maintain the work of the four colleges could be done by one, the faculties have made such a major contribution to Scottish academic life through their international links and reputation that it is unlikely any of the ancient universities would easily give up or drastically prune their divinity faculties.

The other great barrier to Church seminaries is academic. It is unlikely that world-class theologians with good research facilities would be attracted to a necessarily low-paid job in a church seminary, some would say, blighted institution.

"I'm averse to separating people into either a seminary or sort of a secular course and a church course. I think it's a bit of a mistake to do that. I think it's a bit of a mistake to do that. I think it's a bit of a mistake to do that."

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getting people too much apart from the world."

Professor Robert Davidson, of Glasgow's Trinity College, said: "It is the church at the moment, there's a revival of a very conservative type of evangelism, which tends to be suspicious of the academic, and would prefer to have a kind of control of what students are taught. I would strongly resist this."

The divinity faculties would argue strongly that maintaining their academic status and their secular-mindedness is serving the Kirk's best purpose.

Mr David Wright of Edinburgh's divinity faculty says: "If anything, what happened last year was a bit like a safety valve. Certainly, a recent conference organized by Edinburgh's divinity students pressed general satisfaction with the way the faculties were being run. It was a bit like a safety valve."

If some factions in the church are accusing the divinity faculties of not training enough people for the ministry, it is possible that they would be changed. In fact, it is possible that they would be changed. In fact, it is possible that they would be changed.

As all churches recognize that the ministry is in a state of crisis, it is possible that they would be changed. In fact, it is possible that they would be changed. In fact, it is possible that they would be changed.

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The people who put the CARE into Northern Ireland

Initially the CARE project was involved in initiatives like setting up local resource centres, organizing conferences on broad topics and issues and assisting in the

The work being done by the CARE project and similar activities carried out by the WEA, the Corrymoyle centre, the Northern Ireland Community Development Centre, community organizations Northern

in this field is the lack of a permanent, independent and committed focus for the link-up of social, community and trade union education and research.

in the absence of any history of such a commitment by existing adult education bodies. In Northern Ireland there is a great opportunity to create something quite unique here, says the committee. "It would

Although annual running costs

misfortunes can be attributed to the troubled development because Britain's position in the world changed drastically and willy-nilly the state had to take positive intervention demanding fresh thought.

Victor Rothschild, recruited, bot from the inside and from the outside. His total independence and Hoeth's realization that an independent forum was needed to oversee

acquired two American economists before they ventured to appoint Henry Clay and Humphrey Noyes). Now the stream of scientific

inevitable response is a systematic effort to weaken the monopoly power of the unions by legislative

ment as a rule of ministers' cabinets manned by experts sympathetic to the administration. It was my impression that the Labour government failed in their attempt to introduce this system.

Time for bold decisions on decision-making

misfortunes can be attributed to the troubled development because Britain's position in the world changed drastically and willy-nilly the state had to take positive intervention demanding fresh thought.

Victor Rothschild, recruited, bot from the inside and from the outside. His total independence and Hoeth's realization that an independent forum was needed to oversee

acquired two American economists before they ventured to appoint Henry Clay and Humphrey Noyes). Now the stream of scientific

inevitable response is a systematic effort to weaken the monopoly power of the unions by legislative

ment as a rule of ministers' cabinets manned by experts sympathetic to the administration. It was my impression that the Labour government failed in their attempt to introduce this system.

In the first article in our series on the relationship between government and academe, Lord Balogh stresses the importance of ministers receiving—and heeding—the right expert advice.

inflation without causing unemployment could be attributed more to the economic monetarist convictions of some ministers and the Governor of the Bank of England, than the organization of economic and social analysis in the Civil Service.

These developments had a momentous impact on the status of social science. Before, but not after the war, there were, in the Bank of England, a few economists with a staff of economists. The Bank of England negotiated two American economists to venture to appoint Henry Clay and Humphrey Mynns). Now the stream of scientific

arrangement by which incomes, and not only wages, could be peacefully and rationally adjusted to increases in real output. This is a precedent which has been applied with immense success in Austria overtaken by Germany covertly, and "free" collective bargaining seems in fact a repetition of an annual open storm of class struggle in which union success is gained by inflicting severe damage to the British economy and endangering our international viability. The inevitable response is a systematic effort to weaken the monopoly power of the unions by legislative

ment. No doubt their official position even under the heterodox official policy conflict (and is a conflicting one) with the sincerity of a manifesto of the mass economics and non-economics said. The scepticism of officialism is which is so frustrating to socialist believers trying to implement the election pledges is only a little less irritating to the dedicated adherents of *laissez-faire*.

The answer to which we are drawn irresistibly draws is the establishment as a rule of ministers personally chosen and managed by experts sympathetic to the administration. It was my impression that the *Labour* government failed in their

A view of the college's new dormitory.

Faces of Ulster : the dereliction, the army, the young, and (bottom) Magee University College.

in this field is the lack of a permanent, independent and committed focus for the link-up of social, community and trade union education and research.

in the absence of any history of such a commitment by existing adult education bodies. In Northern Ireland there is a great opportunity to create something quite unique here, says the committee. "It would

Although annual running costs

misfortunes can be attributed to the troubled development because Britain's position in the world changed drastically and willy-nilly the state had to take positive intervention demanding fresh thought

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Harold Wilson and Lord Balogh.

Harold Wilson and Lord Balogh

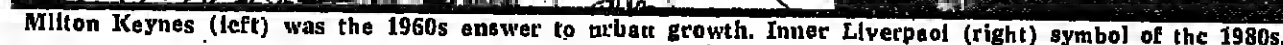
used it not for overview, but to investigate specific problems. While forecasting occupying a more important role in the Treasury, it can be said that a new intellectual balance has been established.

altered the kind of interest of the profession even if their ambition to appear positive (i.e. "value free" and non-political, forces their interest in mathematical or econometric exercises which usually founder on the next swing of the intellectual pendulum).

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which will make it possible to

The author was economic adviser to Harold Wilson's first government.

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BOOKS

Explaining the universe

Aquinas
by Anthony Kenny
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The Cosmological Argument from
Pisto to Leibniz
by William Lane Craig
Macmillan, £15.00
ISBN 0 333 27467 9

Dr Kenny's short book on Aquinas is a contribution to the new Past Masters series issued by the Oxford University Press. It is a formidable task, in my view, to give a useful assessment of Aquinas's work in a short book. Kenny succeeds by taking Aquinas seriously as an important philosopher in his own right and independently of the elaborate theological context in which his ideas were developed.

The book is in three chapters, the first of which deals with St Thomas's life and writings, the second with some principal questions of his metaphysics and the last with his philosophy of mind. This involves omitting any serious treatment of the topics for which Aquinas is better known—his proofs of the existence of God, for example, and his moral theory. (Kenny himself has effectively disposed of the former in his book, *The Five Ways*, which was published in 1969.) By concentrating on metaphysics and philosophy of mind, Kenny is able to distinguish between the basic but relatively neglected issues discussed by Aquinas are close to problems now fashionably current in contemporary philosophy; problems about predication, for example, and about intentionality.

Dr Kenny is an admirer of Aquinas but not an uncritical one. He realizes that the work of even the greatest philosophers is a mixture of confusions and valuable insights and he is not afraid of saying so. One of Aquinas's most famous and original doctrines that I cannot wholly be acquitted of the charge of "sophistry and illusion" laid by Hume at metaphysics in general. He is perhaps over-ready to cite parallels between some of Aquinas's theories and those of some modern contemporary thinkers—Chomsky and Wittgenstein, for example. But it is sad to see Aquinas, surely one of the greatest rationalists of all time, compared with Wittgenstein, who once said

that if a certain critic accused him of trying to undermine reason, the accusation would not be false.

Dr Craig's book is an historical survey of the various versions of the "cosmological argument" developed over two thousand years from Plato to Leibniz. This is a valuable historical essay which supplements his earlier book *The Kalām Cosmological Argument*. (Chapter 3 of the present book which deals with Islamic thought forms an introduction to Dr Craig's earlier book.)

Craig has little difficulty in showing that the term "cosmological argument" covers a variety of different arguments which have not always been properly distinguished by the philosophers who have defended or criticized them. The principal virtue of the present book is that it offers what Craig calls a "typology" of arguments following under the general heading of "cosmological". Using as a criterion the rule of the infinite regress in the argument, Craig shows that there are three main types of cosmological argument: (1) those maintaining the impossibility of an infinite temporal regress; (2) those claiming the impossibility of an infinite essence; (3) those claiming the impossibility of an infinite regress; and (4) those which make no reference to an infinite regress. He puts the Arabians in the first class, Aquinas in the second, and Leibniz and Spinoza in the third.

Craig then offers a second classification in (1) arguments based on the principle of determination; (2) arguments based on the principle of causality; and (3) those based on the principle of sufficient reason. He claims that this second classification is equivalent to the first at least in that it divides the philosophers who have discussed the cosmological argument into the same three groups.

It may well be that Dr Craig is right in making this division. Certainly it is true that very varied arguments have masqueraded under the label "cosmological". But the difficulty lies in understanding exactly what the differences are between the three principles of determination, causality and sufficient reason. A very modest acquaintance with the philosophy of science teaches us that it is very hard to put any so-called principle of causality into a form which is explicit, clear and generally acceptable.

And the alleged "principles" of determination and sufficient reason are surely an even worse case. (We can, at least, offer us equivocal instances or causes in nature.)

Two further difficulties are worth mentioning. As Dr Craig observes, "the cosmological argument seeks to account for the existence of the universe. Now there is a recently developed but rapidly expanding natural science which deals with just these questions, namely, cosmology. Clearly, the questions asked by natural theology and natural science are different but is it not the case that the answers given by natural science and the questions to which they are asked in philosophy? (Indeed, this point was explicitly conceded by Thomas Aquinas). For example, if it eventually turns out that the conflict between the "big bang" theory and the pulsating universe theory were to be settled in favour of the latter, would not some of the premises assumed by some versions of the cosmological argument be seen to be unreliable? In other words, when we know so much of the nature of the universe, is it really sensible to formulate arguments purporting to "explain" it? We do not really know what we are trying to explain.

And, to revive an old objection which has never been answered: Are these arguments purely logical or are they empirical? If the former, they can be expressed and proved to purely formal terms. If the latter, they are refutable by facts that may turn up in the future. To the reply that there are arguments which are both logically respectable and neither a priori nor scientific, we can ask for the criteria of validity of such arguments and why there is no developed "logic of informal discourse". Wittgenstein's dictum about "conceptual complexes" does nothing to bridge the gap between formal logic and the logic of non-deductive inference. Dr Craig, to his credit, does not talk in such terms, but the question remains for him or any philosophical theologian to answer.

D. J. O'CONNOR

D. J. O'Connor is professor emeritus of philosophy at the University of Exeter.

Nature of valid inference

Aristotle and Logical Theory
by Jonathan Lear
Cambridge University Press, £8.95
ISBN 0 521 23031 4

Aristotle is the father of logic, but his post-Fregean descendants have been sharply divided about the value of his bequest. Many have dismissed his theory as of merely historical interest because certain deductions involving multiple quantifiers and propositional connectives cannot be formalized in it; others have argued that his treatment of logical validity is extremely up to date, as it represents the beginning of modern axiomatic methods. Dr Lear's substantial achievement in this valuable study is to show that although Aristotle was much concerned with the nature of valid inference, his programme differed considerably from modern treatments of logic.

Aristotle, in Lear's account, based his study of logical consequence on the notion of "following from necessity", captured in the relation between premises and conclusion in a small number of favoured "perfect" syllogisms. This concept he took as fundamental and in need of no further semantic or axiomatic underpinning. Thus, syllogistic consequence is the cornerstone of his metaphysics in which he sought to establish that all deductive arguments—even those containing an infinite number of premises—can be expressed by a series of syllogistic inferences (an analogue of modern compactness proofs), that all imperfect syllogisms can be transformed into "perfect" syllogisms, and that this system is adequate and that apparently intractable cases (such as hypothetical syllogisms) can be seen as containing parts that are reducible to perfect syllogisms. In this perspective we gain clearer insight into Aristotle's method of logic and into some of the differences between his syllogistic system and modern axiomatic theory.

Dr Lear emphasizes a further dimension: Aristotle is concerned with the logical consequences of his own metaphysical theories. At an epistemological level, Aristotle's syllogistic is a theory of knowledge which can be known to be true within the context of his scientific and metaphysical theory. Hence, his conception of these principles differs from the post-Fregean account of logical truth, as it is not essential that the former appear in proofs of the latter's encapsulated metaphysical truths about the structure of reality.

Dr Lear establishes that Aristotle's logical system is not a spatial case of Frege's system and that his conception of logical validity is distinct from the post-Fregean one. He may, however, overestimate the differences between Aristotle and modern theorists and the significance of Aristotle's contribution to contemporary logic. In his *Prior Analytics*, Aristotle, on occasion, seems to base his account of logical consequence on his theory of the predicate as affirming or denying that a property belongs to a subject. As Aristotle understands the predicate as central to his semantic theory, the full explication of "following from necessity" may have a semantic foundation even though the "appearance of necessity" in perfect syllogisms provides a motivation for reducing other

syllogisms to this form. If this is correct, the basis of Aristotle's concept of logical validity which is central for his account of logic and inferences involving modes may still elude us.

Post-Fregean metaphysics and its associated semantics, he contends, are characterized by both natural and artificial languages whose entities which fall within the scope of Aristotle's favoured metaphysical and epistemological theories. At an epistemological level, Aristotle's syllogistic is a theory of knowledge which can be known to be true within the context of his scientific and metaphysical theory. Hence, his conception of these principles differs from the post-Fregean account of logical truth, as it is not essential that the former appear in proofs of the latter's encapsulated metaphysical truths about the structure of reality.

Dr Lear's lucid and illuminating account of Aristotle's logical theory provides a challenge both to orthodox views of the widespread achievement and to those who currently dismiss Aristotle's achievement as of interest only to classical philologists.

David Charles

David Charles is a fellow of Oriel College, Oxford.

BOOKS

Philosophical heritage

Two Centuries of Philosophy in America
by Peter Caws
Blackwell, £15.00
ISBN 0 631 11781 4

For a weekend in October, 1976 the Biltmore Hotel in New York looked like the set for Tom Stoppard's *Professional Foul*. An international cast of professional philosophers took over every meeting room in the deceptively large hotel and rubbed shoulders in the elevators, not with the England Football Team, but with representatives of the United States and a national black fraternity who spent most of the weekend in ecstatic dress. The occasion was the Bicentennial Symposium of Philosophy and the declared topic "Philosophy in the Life of a Nation". Here, almost four years later, Peter Caws and his editorial committee have published 32 of the approximately one hundred papers presented.

The key issues for the symposium, as its title suggests, were those of the status and identity of American philosophy since the Revolution. Caws alludes to both in an intelligent introduction that returns a tentative affirmative to his question "can philosophy be national and still remain philosophical?" Several distinguished histories of American ideas in the tradition inaugurated by Herbert Schneider have confirmed the insight that philosophy has enjoyed so almost unique rule in the United States, where it stands relatively isolated from the rest of the world. The philosopher was expected to be intelligible to the culture as a whole and to have something useful to contribute to that culture.

Such histories have also helped to undermine C. D. Broad's acid conclusion that old philosophies never die; they just go to America to begin a new life. American colonial theology (excluded from this collection as pre-national),

pragmatism, and recent developments in the semantics of natural language give an effective lift to such paralyzing European notions. The question of identity is taken up in the central and most useful section of the book, a series of essays gathered under the title "The American Philosophical Experience". John E. Smith provides a lively gloss on his "The Spirit of American Philosophy" (1963), proposing the categories of "receptivity, change and relevance" as indicative of peculiarly American interests and approaches. Timothy Sprigge concentrates on the "noble episode" of philosophy in its nineteenth and early twentieth-century Harvard, identifying a series of issues (such as the doctrines of the "specious present" and of the "flow of experience") which exercised the philosophers of America's "golden age".

C. G. Conroy tackles the almost impossible task of describing a "Contemporary American Synthesis". Employing criteria of originality that controversially rule out such figures as Jonathan Edwards, he points to the importance of the recent coalescence of ordinary language and systematic formalization in American analyses of natural discourse. The final two essays in this section include an interesting history of American philosophy by Richard Rorty and a bold attempt to project its outstanding characteristics on to world culture by John J. McDermott. Each of these pieces reads like the confessional paper that it is rather than a finished, highly-polished article, but together they capture much of the enthusiasm and energy of the occasion, as well as of the tradition which they describe.

In other respects the collection is obviously designed by a committee: it is rather odd. The initial section, on "Origins", suffers from the omission of one of the most interesting papers at the symposium, Morton White's "Philosophical Antecedents of the American

Revolution" (since subsumed into his *The Philosophy of the American Revolution*, 1978). A second section, entitled "Aspects of Tradition", has clearly been rigged to allow equal time to America's best-known philosophers: Peirce, James, Royce, Santayana and Dewey, while the fourth and final section, on "Public Justification of Tradition", includes the unfortunate juxtaposition of a long and substantially reworked essay on "Liberalism" by Ronald Dworkin (in fact, the longest item in the book) and the commentary by Virginia Held on the original version.

As at any conference of this size the problems of variable length and level of papers are considerable—we have here a contribution to a *Festschrift*, reports on PhD dissertations, problems of books, statements of theses for which their authors are already notorious, as well as some original contributions to research—and to expect a coherent and balanced volume may be unreasonable. It may also be to miss the point. At the event celebratedly decided by unanimous vote, and there is little evidence of philosophical or historical controversy in these pages. There are also some notable absences: Willard Van Orman Quine's brief discussion, Saul Kripke's single deferential nod, while John Rawls and Robert Nozick are allowed to but never contribute. Idealists other than Royce, Mead, Lewis and Whitehead will feel similarly disappointed. The symposium was a splendid party, but unsurprisingly the exact place of professional philosophy in the life of the American nation remains to be established. Like many philosophical enterprises it proved no more than a small selection of the questions which it raised.

David Watson

Dr Watson is principal lecturer in humanities at Crewe and Alsager College of Higher Education.

Worldviews and ideals

The Nature of Philosophy
by John Kekes
Blackwell, £9.50
ISBN 0 631 17440 0

John Kekes's aim is to give us a somewhat prescriptive picture of what philosophy is, one that without being too different from the actual practice of the subject will also describe a function which by its nature it ought to serve.

The function of philosophy is a familiar one: philosophy holds together the totality of our beliefs about how things are and how they should be. As Kekes puts it, philosophy is "strong to construct 'Worldviews' which are solutions to 'perennial arguments' about 'ideals'".

Worldview is first defined as a set of common values that give meaning and purpose to life. Then as a coherent combination of views about reality, human nature, and society. Democracy is said to be a worldview. A philosophical tradition is also supposed to form a worldview. Does a worldview have to be a common view of a society (many philosophical traditions could not be)? Does it have to have answers to "questions" about "values"? Does it actually have to give meaning and purpose to life, or just to describe meanings and purposes? Does it have to unify all our beliefs about what is and what should be? I do not know Kekes's answers to these questions. And since there

are equally fundamental uncertainties surrounding his use of "ideal", "problem", "meaning" and so on, I cannot really say I know what his theory about philosophy is.

I don't know, either, what Kekes thinks an account of philosophy should do. People who produce philosophy know more or less what they're about, and can tell of some of the things they are capable of, and of others that intelligent as they may be they have no idea of the philosophical. But that goes no way to answering the Marxist question, "what's going on here?" One way of dealing with the question would be by a psychology of intellectual life, which would investigate the skills and education relevant to poetry, mathematics, and all the other parts of the pattern, and their connections with each other. But we do not have such a science, and we will not have one soon. So perhaps the best track for the moment is about philosophy, philosophically about philosophy, one refining the senses of terms one might naturally use in saying why one finds it important, drawing conclusions, and making that it will But I do not think much of an idea of giving philosophers a list of their own philosophical questions about the nature of philosophy.

But if that is how one has chosen to investigate philosophy, one will inevitably have to explain the incoherence of an obsession with certain imposing concepts: truth, justification, knowledge, consolation, justice. Kekes devotes a central book of chapters to the idea of rationality in philosophy. It is rather irritating to produce a familiar "argument" against separating too widely the justification of a belief from the conditions of its acquisition and then he states his conclusion so that it sounds like he is going on to say that he is concluding something to effect their only by seeing

philosophical theories in their historical contexts can we understand the conditions under which it is reasonable to believe them. The argument for this is however such a mass of apparent confusions, about truth, justification and knowledge, that I cannot tell what is going on.

Kekes's enthusiasm for his occupation is evident; his reading is impressive, and his ambition is breathtaking. He wants to produce a contemporary style of philosophical inquiry into philosophy which will sum up the subject back to its necessary aim: to construct a worldview to fill the void created by the weakening hold religion and political ideologies have on us, to cope with the immense technological, demographic, social, and moral changes which surround us, and to present a rational alternative to the many "flourishing brands" of "unreason." He might do this better if he could manage the orthodox style with more skill. I doubt that anyone who did not see this as the natural function of the subject would be convinced by what Kekes says in part because of the grey obscurity of the argument and in part because his conclusions just don't seem to be addressed to the real methodological problems the subject faces.

There are real questions inside philosophy about where we go on from here, what kinds to follow up next, but Kekes's views just don't help with them. They might put my judgment heavily in favour of the book appears in a series sponsored by the American Philosophical Quarterly, and comes from a publisher known for its good philosophy books. Someone might buy it for those reasons, but they would probably be disappointed, and certainly bored.

Adam Morton

Adam Morton is professor of philosophy at Bristol University.

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NOTICE BOARD

Noticeboard is compiled by Patricia Santinelli and Mila Goldie

Professor Alexander Siewierski McNeill has been appointed by the University of Birmingham to the Leonard Parsons chair of paediatrics and headship of the department of paediatrics and child health from September 1, 1980.

Dr J. F. Easton, deputy head of the Nephrology department of the Royal Dental Hospital of London School of Dental Surgery, has been appointed to the chair of oral physiology at Newcastle University with effect from October 1, 1980.

Professor Harold W. Vothhouse has been appointed Director of the John Innes Institute, Norwich, and profes-

sor of biology in the School of Biological Sciences at the University of East Anglia from October 1, 1980. He is at present professor of botany and head of the department of plant sciences at the University of Leeds.

Dr John Mavor, lecturer in electronic engineering at the University of Edinburgh, has been appointed to the Latham chair of microelectronics, the first in the United Kingdom, within the department of electrical engineering at the University of Edinburgh.

Professor Emily T. Vermeule, professor of classics, University of Harvard, has been appointed to the Gaddes-Hurworth chair of Greek art and archaeology for the years 1980-81 at the University of Aberdeen.

Appointments

General

Dr Paul Freeman has been appointed Director of the Department of Industry's National Engineering Laboratory at East Kilbride to succeed Mr Denis Mullinson, who retires next month. He is at present Director of the Department's Computer Aided Design Centre at Cambridge.

Mr Peter Dines, headmaster of a secondary school in Suffolk and a former joint secretary of the School Council, has been appointed as chief executive officer at the council.

Professor Herwig Schopper will become Director-General of the European Centre for Nuclear Research from January 1, 1981. Professor Schopper

has worked at universities in Germany, Sweden, the United States and in Britain, where he worked with O. R. Frisch at Cuvendish Laboratory, Cambridge.

Professor Brian Morris, of the department of English Literature at the University of Sheffield, has been appointed to be one of 10 trustees of the National Heritage Memorial Fund. The Chairman of the Trustees will be Lord Chorley of Amisfield.

Universities

Senior lecturer: John F. Calder (radiology). Lecturer: Kenneth R. Page (physiology). William C. Macmillan, temporary lecturer: Kenneth C. McIlrath (therapeutics and clinical pharmacology). Visiting professors: Brian A. Hills (Institute of Environmental & Offshore Medicine);

Professor John Fenton (politics). Visiting fellow: Professor Loris F. Ilin (biochemistry). Research fellow: Krystyna Jackowska. Dr Constance and Ing Benin Luke (chemistry). Research fellow: William McNamara (English). Research officer: Murdoch Davison (biomedical physics and bioengineering). Research assistant: Davina Rafferty (agriculture, welfare). Unit of Seed Technology: Professor G. Blide (anatomy). Stephen C. Conroy (biochemistry). David J. Pratt (life sciences). Research fellow: Paul R. Neece (community medicine). Visiting professor: M. Monaghan (computer programming). Visiting professor: John C. Taylor (data processing). Temporary computer programmer: Alan C. Knox (statistics and gynaecology).

Open University programmes June 14 to June 20

Saturday June 14

7.15 Lectures and information: Lane dueton (1980); prog 7.

7.40 Lecture: The world of the 19th century; prog 7.

8.05 Statistics: An introductory approach; prog 7.

8.30 Lecture: The world of the 19th century; prog 7.

8.55 Lecture: The world of the 19th century; prog 7.

9.20 Lecture: The world of the 19th century; prog 7.

9.45 Lecture: The world of the 19th century; prog 7.

10.10 Lecture: The world of the 19th century; prog 7.

10.35 Lecture: The world of the 19th century; prog 7.

11.00 Lecture: The world of the 19th century; prog 7.

11.25 Lecture: The world of the 19th century; prog 7.

11.50 Lecture: The world of the 19th century; prog 7.

12.15 Lecture: The world of the 19th century; prog 7.

12.40 Lecture: The world of the 19th century; prog 7.

13.05 Lecture: The world of the 19th century; prog 7.

13.30 Lecture: The world of the 19th century; prog 7.

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14.20 Lecture: The world of the 19th century; prog 7.

14.45 Lecture: The world of the 19th century; prog 7.

15.10 Lecture: The world of the 19th century; prog 7.

15.35 Lecture: The world of the 19th century; prog 7.

16.00 Lecture: The world of the 19th century; prog 7.

16.25 Lecture: The world of the 19th century; prog 7.

16.50 Lecture: The world of the 19th century; prog 7.

17.15 Lecture: The world of the 19th century; prog 7.

17.40 Lecture: The world of the 19th century; prog 7.

18.05 Lecture: The world of the 19th century; prog 7.

18.30 Lecture: The world of the 19th century; prog 7.

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19.20 Lecture: The world of the 19th century; prog 7.

19.45 Lecture: The world of the 19th century; prog 7.

20.10 Lecture: The world of the 19th century; prog 7.

20.35 Lecture: The world of the 19th century; prog 7.

21.00 Lecture: The world of the 19th century; prog 7.

21.25 Lecture: The world of the 19th century; prog 7.

21.50 Lecture: The world of the 19th century; prog 7.

22.15 Lecture: The world of the 19th century; prog 7.

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Sunday June 15

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Polytechnics continued

BRISTOL POLYTECHNIC

DEPARTMENT OF ENGINEERING

Applications are invited for the following posts, duties to commence on September 1, 1980:—

Lecturer II

SENIOR LECTURER IN DIGITAL SYSTEMS

Reference number L52/58

Salary scale: £4,851 to £7,191/£8,433/£9,939 per annum (plus remainder of comparability award and pending annual increase).
Preference will be given to candidates with industrial experience in digital systems design, including computer architecture and micro-computer applications. A knowledge of LSI/VLSI design techniques would be an advantage.

Lecturer II

SENIOR LECTURER IN HEAVY CURRENT ELECTRICAL ENGINEERING

Reference number L52/57

Salary scale: £4,851 to £7,191/£8,433/£9,939 per annum (plus remainder of comparability award and pending annual increase).
The specialization of the lecturership is not fixed, but experience in power systems, computer-aided simulation or power electronics would be an advantage.

For further details and application forms, to be returned by June 30, 1980, please contact:
Personnel Officer, Bristol Polytechnic, Coldharbour Lane, Frenchay, Bristol BS16 1QY.
Please quote appropriate reference numbers in all communications.

Strathclyde

Department of Education

GLASGOW COLLEGE OF TECHNOLOGY

The Glasgow College of Technology, a major polytechnic institution of higher education, invites applications for the following posts:

LECTURERS

INDUSTRIAL LIAISON & TRAINING, Sen. Lect. To be responsible for the obtaining and administration of training places in industry, commerce and the public sector for students following sandwich degree and diploma courses in addition to some teaching duties as may be allocated.
TECHNOLOGY, Sen. Lect. The successful candidate will be expected to contribute to the teaching of micro-electronics in a range of courses at degree and diploma level and an interest in Public Electronics will be an advantage.

SALARIES

SENIOR LECTURER 'A' £4,442-£9,393 (BAR) £10,662; **LECTURER** 'A' £4,791-£9,354 (BAR) £9,064.
Pensions on the salary scale will be given for relevant experience. Forms of application and further particulars may be obtained from the Glasgow College of Technology, Glasgow Road, Glasgow G4 0BA. Completed applications should be returned not later than 20th June, 1980.

HOWARD MILLER

Director of Education

THE POLYTECHNIC

WOLVERHAMPTON

SENIOR LECTURER

Reference ACA/295/A

Applications are invited from graduates for a post involving the provision of a Continuing Education Service to all members of the Polytechnic. The successful candidate should have completed an appropriate training; a wide experience of counselling and membership of the Society of Adult Education would be an advantage. The person appointed will be expected to contribute to the teaching of workers in preparation for a diploma in continuing education and will contribute to the teaching of Continuing Education in Polytechnic courses.

Salary: Senior Lecturer: £7,002 to £9,280 (bar) to £9,571.
Further details and application forms from the Personnel Office, The Polytechnic, Grosvenor, Walsley Road, Wolverhampton, Walsley, (0902) 22299, attention 22253. Please quote the reference number.

BRISTOL

THE POLYTECHNIC

DEPARTMENT OF BUSINESS

TEMPORARY LECTURER II

Reference number L52/56

Salary scale: £4,851 to £7,191/£8,433/£9,939 per annum (plus remainder of comparability award and pending annual increase).
Preference will be given to candidates with industrial experience in digital systems design, including computer architecture and micro-computer applications. A knowledge of LSI/VLSI design techniques would be an advantage.

For further details and application forms, to be returned by June 30, 1980, please contact:
Personnel Officer, Bristol Polytechnic, Coldharbour Lane, Frenchay, Bristol BS16 1QY.
Please quote appropriate reference numbers in all communications.

LONDON, S.E.18

THE POLYTECHNIC

DEPARTMENT OF BUSINESS

TEMPORARY LECTURER II

Reference number L52/56

Salary scale: £4,851 to £7,191/£8,433/£9,939 per annum (plus remainder of comparability award and pending annual increase).
Preference will be given to candidates with industrial experience in digital systems design, including computer architecture and micro-computer applications. A knowledge of LSI/VLSI design techniques would be an advantage.

For further details and application forms, to be returned by June 30, 1980, please contact:
Personnel Officer, Bristol Polytechnic, Coldharbour Lane, Frenchay, Bristol BS16 1QY.
Please quote appropriate reference numbers in all communications.

Leeds

POLYTECHNIC

Applications are invited for the following posts:—
School of Hospitality Management and
Home Economics

LECTURER II IN FOOD SCIENCE

To teach food science to honours degree level for students undertaking Home Economics, Hotel and Catering and Education (Home Economics) courses. Good qualifications in food science with preference given to applicants with recent relevant research or industrial experience in food manufacturing or catering.

School of Management and Business Studies

SENIOR LECTURER/LECTURER II IN COMPUTING/DATA PROCESSING

To teach across a number of courses at undergraduate, postgraduate and post-experience levels. Business application experience necessary in industry, commerce or with a computer manufacturer.

LECTURER II IN INDUSTRIAL RELATIONS/TRADE UNION STUDIES

To make a major contribution to the coordination and teaching of a range of trade union courses and to teach industrial relations on other courses. A relevant first degree is required with industrial trade union experience.

LECTURER II IN MARKETING STUDIES

One-year Temporary Post (readvertisement)

A degree and practical marketing experience essential. Able to teach on a range of courses.

School of Humanities and Contemporary Studies

LECTURER II IN SOCIOLOGY

To teach social and organizational aspects of health care to undergraduates in health studies.

LECTURER II IN INDUSTRIAL STUDIES

Qualifications required in one or more of the following: Politics, Sociology, Economics. To contribute to courses in Industrial Studies covering modern industrial society.

School of Health and Applied Sciences

LECTURER II IN NUTRITION/DIETETICS (readvertisement)

Applicants should have a particular interest in community dietetics and nutrition and in developing communications skills relevant to dietetics and nutrition.

School of Creative Arts and Design

LECTURER II IN GRAPHIC DESIGN

A special interest and experience in typographic design is required.

School of Librarianship

PRINCIPAL LECTURER IN INFORMATION CONTROL

School of Architecture and Landscape

LECTURER I—RESEARCH ASSISTANT

(Two-year Temporary Post)
To commence October 1, 1980.
To work on a project involving evaluation techniques for the appraisal of Planning Design in the Urban Landscape. Post requires degree or equivalent, in either Landscape Architecture/Landscape Design, or Horticulture, with substantial landscape qualification and, preferably, experience.

Polytechnic Library

ASSISTANT TUTOR-LIBRARIAN (TECHNOLOGY)—LECTURER I

N/C Conditions of Service.

EDUCATIONAL TECHNOLOGY UNIT

LECTURER II—LEARNING SYSTEMS CONSULTANT

Relevant qualifications and teaching experience desirable. Able to contribute to the Polytechnic educational development programme. Capable of developing educational learning materials in close collaboration with existing team.

Salary scales:—

Principal Lecturer: £8,256 to £9,162/£10,362.
Senior Lecturer: £7,092 to £8,280/£9,371.
Lecturer II: £4,806 to £7,686.
Lecturer I: £3,768 to £6,438.

Details from:—
The Services Officer, Leeds Polytechnic, Calverley, Street, Leeds LS1 3JE, Telephone 0532 482365.
Closing date: June 24, 1980.
Closing date for Architecture post only: June 30, 1980.
Please enclose stamped addressed envelope.

Faculty of Social and Health Sciences

Principal Lecturer in Linguistics

The person appointed will be the leader of a team of five staff who provide Linguistics and Phonetics courses for B.Sc. Speech Therapy, B.Sc. Human Communication and B.A. Combined Humanities programmes. They will be responsible for the co-ordination and development of this area of work.
Applicants should be well qualified, preferably at postgraduate level, with a good record of research and publication. They should have substantial experience of teaching in higher education and, preferably, some experience of administration and management.

Principal Lecturer in Social Work

The person appointed will be the leader of a team of six staff with primary responsibility for social work training at Diploma and Degree levels. He/she will be responsible for the efficient running and development of the Division of Social Work.
Applicants should preferably be graduates with a professional qualification in social work, who have some experience of social work training, fieldwork teaching or in-service training, and of administration.
An interest in and experience of working in a specialized area of social work, e.g., child care, or work with the elderly, is essential. A research interest in the evaluation and development of professional practice is desirable.

Applications are invited from graduates with relevant teaching experience for the post of Head of the School of Speech Pathology.
Possession of a higher degree would be an advantage as would a qualification recognized by the College of Speech Therapy.
Salary will be for a Head of a Grade IV Department (Barnham FE Report) which is presently under review.
Application form and further particulars available from Staffing Officer, Leicester Polytechnic, PO Box 143, Leicester LE1 9BH. Telephone (0533) 551561, extension 2303.

Lecturer II/Senior Lecturer in Social Work

The person appointed will be a member of a team of six staff with primary responsibility for social work training at Diploma and Degree levels. Applicants should preferably be graduates with a professional qualification in social work who have some experience of fieldwork teaching or in-service training.
An interest in and experience of working in a specialized area of social work, e.g., child care, or work with the elderly, is essential. A research interest in the evaluation and development of professional practice is desirable.

Faculty of Science

Lecturer II/Senior Lecturer in Food Science

This post is in the School of Life Sciences and the person appointed will be required to teach Catering Science up to honours degree level and also contribute to the research and administration of the School of Life Sciences.
Applicants should have a good honours degree in Food or Catering Science and experience in teaching and research.
Applications are invited for the following posts in the School of Environmental Sciences. Applicants should have a good honours degree in a relevant subject, together with research experience up to M.A./M.Sc. or Ph.D. levels.

Lecturer II/Senior Lecturer in Geology

The successful applicant will be required to teach up to Honours B.Sc. degree standard in Paleontology and Stratigraphy and to develop new courses in Economic Geology for which industrial experience would be an advantage. Still are expected to carry out appropriate research activities.

Lecturer II/Senior Lecturer in Geography

The successful applicant will be required to teach up to Honours B.A./B.Sc. level in Human Geography with particular relevance to Economic Geography and Regional Planning. Candidates should, from preference, have research experience in these fields; but other specialist interests can be considered. Staff are expected to carry out appropriate research activities.

Lecturer II in Ecology

(Temporary Post: 1st September, 1980, to 30th June, 1991)
The successful applicant will be required to teach up to B.Sc. Honours level in a selection of subjects from the following list: Sociobiology, Animal Behaviour, Marine Ecology, Biology of Speech. Teaching, research or practical experience in one of these areas will be an advantage.
Salary Scale: Principal Lecturer, £9,138-£11,588; Senior Lecturer, £7,785-£9,822; Lecturer II, £5,229-£9,499. All under review.

The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and has a student population of some 7,500. It has extensive purpose-built accommodation, including some 850 residential places on the 114-acre campus overlooking the sea at Jordenston, a pleasant and quiet residential area. There is a scheme of assistance with removal.

Further particulars and application forms, which must be returned by 30th June may be obtained by telephoning Whitehead (0231) 85131, Ext. 2243, or by writing to: The Establishment Officer, West Polytechnic, Shore Road, Newtownabbey, Co. Antrim, BT37 0QB.

BRISTOL

THE POLYTECHNIC

DEPARTMENT OF BUSINESS

TEMPORARY LECTURER II

Reference number L52/56

Salary scale: £4,851 to £7,191/£8,433/£9,939 per annum (plus remainder of comparability award and pending annual increase).
Preference will be given to candidates with industrial experience in digital systems design, including computer architecture and micro-computer applications. A knowledge of LSI/VLSI design techniques would be an advantage.

OXFORD

THE POLYTECHNIC

DEPARTMENT OF BUSINESS

TEMPORARY LECTURER II

Reference number L52/56

Salary scale: £4,851 to £7,191/£8,433/£9,939 per annum (plus remainder of comparability award and pending annual increase).
Preference will be given to candidates with industrial experience in digital systems design, including computer architecture and micro-computer applications. A knowledge of LSI/VLSI design techniques would be an advantage.

Polytechnics continued

Leicester Polytechnic

HEAD OF THE SCHOOL OF SPEECH PATHOLOGY

(Post Number 3)

Applications are invited from graduates with relevant teaching experience for the post of Head of the School of Speech Pathology.
Possession of a higher degree would be an advantage as would a qualification recognized by the College of Speech Therapy.
Salary will be for a Head of a Grade IV Department (Barnham FE Report) which is presently under review.
Application form and further particulars available from Staffing Officer, Leicester Polytechnic, PO Box 143, Leicester LE1 9BH. Telephone (0533) 551561, extension 2303.

PROFESSOR AND HEAD OF DEPARTMENT

LEGAL STUDIES

READVERTISEMENT

Applicants should have high academic qualifications and experience of academic administration at senior level. A record of successful research and professional practice in law are also desirable. Above all, the Head should be able to provide academic leadership to a vigorous well-qualified staff.
Salary: Head of Department Grade VI (£11,205-£12,585, under review).
The person appointed will also be considered for a Professorship.
Applications from the previous advertisement will be automatically considered.
Further information and form of application from the Academic Director (Administration) Unit, The Academic Director, Nottingham NG1 4BU, to whom applications should be returned as soon as possible.

TRENT POLYTECHNIC

NOTTINGHAM

THE TIMES HIGHER EDUCATION SUPPLEMENT

apologies for the error in the advertisement in last week's issue of PORTSMOUTH POLYTECHNIC—It appears correctly below

PORTSMOUTH POLYTECHNIC

SCHOOL OF LANGUAGES AND AREA STUDIES

Lecturer in Soviet Politics and Society and Russian History

In addition to these subjects an ability to teach Russian and European Social Thought, and French Language would be an advantage.

Salary scale: Lecturer II/Senior Lecturer: £4,806 to £7,092 (efficiency bar) to £8,871 per annum.

Application forms and further particulars from the Staff Office, Portsmouth Polytechnic, Alexandra House, Museum Road, Portsmouth PO1 2QQ, to whom completed applications should be returned by Friday, June 20, 1980. Please quote reference P55.

LONDON, NW5

THE POLYTECHNIC OF NORTH LONDON

DEPARTMENT OF HISTORY

TEMPORARY LECTURER II

Reference number L52/56

Salary scale: £4,851 to £7,191/£8,433/£9,939 per annum (plus remainder of comparability award and pending annual increase).
Preference will be given to candidates with industrial experience in digital systems design, including computer architecture and micro-computer applications. A knowledge of LSI/VLSI design techniques would be an advantage.

LONDON

MIDDLESEX POLYTECHNIC

DEPARTMENT OF BUSINESS

TEMPORARY LECTURER II

Reference number L52/56

Salary scale: £4,851 to £7,191/£8,433/£9,939 per annum (plus remainder of comparability award and pending annual increase).
Preference will be given to candidates with industrial experience in digital systems design, including computer architecture and micro-computer applications. A knowledge of LSI/VLSI design techniques would be an advantage.

PLYMOUTH POLYTECHNIC

Faculty of Social Science

Department of Social and Political Studies

TEMPORARY LECTURER II

Reference number L52/56

PUBLIC ADMINISTRATION/PUBLIC POLICY

Salary: £5,229 to £8,436 (under review)

Applications are invited for this post, tenure for one year from September 1, 1980, from post holders with a degree in Public Administration or a related subject, and a minimum of three years' experience in the teaching of degree and professional courses.

Applicants should have a good honours degree in Public Administration or a related subject, and a minimum of three years' experience in the teaching of degree and professional courses.

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Overseas continued

CHURCHLANDS COLLEGE

PERTH, WESTERN AUSTRALIA

Churchlands College was established in 1972 and is situated approximately nine kilometres from the centre of Perth. In 1980 1,200 students are enrolled in courses in business studies and 1,500 students in courses in teacher education. There are 148 members of academic staff.

SCHOOL OF BUSINESS STUDIES

The School offers a Bachelor of Business degree with five streams in Accounting, Administrative Studies, Finance, Information Management and Information Processing, and two Graduate Diplomas in Finance and Management Studies.

Applications are invited for the following positions. Successful applicants will be required to commence teaching in February 1981 or July 1981.

Accounting

To teach introductory, management, and financial accounting. The ability to teach in the areas of accounting theory and/or contemporary accounting issues will be an advantage.

Administrative Studies

To teach in the areas of organizational theory, managerial processes and policy, and the environment of organizations.

Business Workshop

To assist in developing materials with a multi-disciplinary approach for the business workshop. To conduct workshop sessions and/or seminars. To assist in fostering and maintaining contacts with the public and private sectors, and with other tertiary institutions.

Economics and Quantitative Methods

To teach in the areas of business/economic statistics and quantitative methods. The ability to teach economics to an advantage and knowledge of computer languages is desirable.

Information Systems

To teach in the areas of systems analysis and systems design. In addition, the successful applicant may be required to teach programming.

Visiting Fellow in Accounting

Applications are invited for the position of Visiting Fellow in Accounting for 1981 or for 1982. The Fellow will conduct seminars in both graduate and undergraduate courses in accounting. Applicants should be well qualified academically and have business and/or teaching experience. Salary and travel arrangements will be negotiated.

Visiting Fellow in Finance

Applications are invited for the position of Visiting Fellow in Finance for 1981 or for 1982. The Fellow will conduct seminars for final year undergraduate students and for post-graduate courses.

The Fellow is expected to be an experienced academic and/or practitioner in the field of finance who has completed a graduate level research degree in finance and/or has relevant publications. Salary and travel arrangements will be negotiated.

SCHOOL OF TEACHER EDUCATION

The School offers pre-service courses for the Diploma of Teaching, post-experience courses for the Bachelor of Education degree and post-graduate diplomas in specialized fields. Applications are invited for the following positions from suitably qualified persons with relevant experience, including experience in schools.

Early Childhood Education

To teach courses in the psychological foundations of early childhood education, with particular reference to the age range 3-8 years.

Educational Psychology

To teach courses in remedial and special education OR

Library Media

To teach courses in school library resources and services with particular reference to the use of audio-visual materials and equipment.

Visiting Fellow—Early Childhood Education (3-8 years)

Applications are invited for the position of Visiting Fellow in early childhood education for 1981 or 1982.

The Fellow will be expected to have good relevant experience and to have demonstrated a strong recent background in early childhood education in curriculum areas associated with nursery schools and/or kindergartens. Salary and travel arrangements will be negotiated.

Visiting Fellow—Primary Education (8-12 years)

Applications are invited for the position of Visiting Fellow in primary education for 1981 or 1982.

The Fellow will be expected to have relevant experience in the field of corrective and remedial education and the background and capacity to train teachers as specialists in providing effective treatment of the learning problems of children in normal primary classes and remedial classes. Applicants with experience in other curriculum areas will also be considered. Salary and travel arrangements will be negotiated.

EDUCATIONAL SERVICES

Applications are invited for the position of Supervisor, Audio Visual Centre (Senior Lecturer level).

Applicants will be expected to have an appropriate postgraduate degree, preferably in the applied or social sciences. Experience in the use of media within an educational context is essential. Applicants must have had particular experience in at least one of the following areas: film, radio, television, graphic arts, or journalism. The successful applicant will have overall responsibility for the operation of the Audio Visual Centre, and will be responsible for the planning, development and maintenance of audio visual services to students and teaching staff.

INTERVIEWS:

Two senior members of staff will visit the United Kingdom in 1980 and candidates who have been shortlisted may be offered the opportunity to attend an interview.

LEVEL OF APPOINTMENT:

Appointments may be made at the level of Senior Lecturer I or II, Lecturer I or II, or Assistant Lecturer depending on qualifications and experience.

QUALIFICATIONS:

A suitable tertiary qualification, preferably at graduate level, together with evidence of high capacity and, where applicable, membership of professional bodies. Relevant professional experience is essential.

GENERAL

SALARIES:
Senior Lecturer I : SA24,998-SA28,022
Senior Lecturer II : SA22,842-SA24,458
Lecturer I : SA19,923-SA22,385
Lecturer II : SA17,024-SA19,485
Assistant Lecturer : SA14,873-SA16,809

CONDITIONS OF SERVICE:

These are similar to those in universities and in other colleges of advanced education in Australia.

APPLICATIONS:

Closing date Friday 27th June, 1980 in London. Interested persons should write quoting reference CH requesting the usual format of application to:

The Migration Officer,
Western Australia House,
115 Strand, London WC2R 0AJ.
Telephone: 01-240 2881

Librarians



LIBRARY MANAGEMENT INFORMATION OFFICER

Applications are invited for the post of Library Management Information Officer at the University of Loughborough. The post involves the organization and development of an information service for the library and information science community. The post is a full-time position with a salary of £11,000 per annum.

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DURHAM UNIVERSITY LIBRARY

Applications are invited for a temporary post of Senior Librarian at Durham University. The post is a full-time position with a salary of £11,000 per annum. The post is a full-time position with a salary of £11,000 per annum.

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Appointments Wanted

COURSES

SURREY UNIVERSITY

The Department of Philosophy at Surrey University is seeking applications for a Lecturer in Philosophy. The post is a full-time position with a salary of £11,000 per annum. The post is a full-time position with a salary of £11,000 per annum.

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd. copies of which are available on request.

General Vacancies

TUTOR £9,595-£12,710 p.a.
Communications and Behavioural Skills
East Horsley, Surrey

The Electricity Council is the central co-ordinating body for the electricity supply industry in England and Wales. Among its many activities is the operation of a Staff College at Horley Towers. This offers a range of some 40 managerial and other residential courses to help meet the identified needs of the industry. In a typical year 126 courses for 2000 participants are provided. Purpose-built academic and other accommodation was opened in the summer of 1979. The post is 1 of 2 in communications and behavioural skills.

You will be responsible to the Principal and will act as: 1. A Course Tutor in the design, provision and review of specialist courses in communication and behavioural skills. This includes up-dating and preparing tutorial material such as case studies, role playing exercises, project briefs and course notes, and the teaching of communications and behavioural skills. The courses will be specific or as modules within multi-disciplinary management development courses. 2. A Course Director in the design, provision and review of management development courses.

Applications are invited from men or women graduates in an appropriate discipline, preferably with a postgraduate management qualification. You should have industrial experience together with a substantial teaching background at adult level in a college or establishment offering management training. Knowledge of participative methods in training and experience in using closed circuit television is desirable. You should be articulate, enthusiastic and innovative, and be able to work effectively with practising managers.

Please write in confidence giving details of age, career to date and present salary quoting ref THE 69 to: Duncan Ross, Recruitment & Development Officer, The Electricity Council, 30 Millbank, London SW1.

ELECTRICITY COUNCIL

Miscellaneous

TECHNICIAN EDUCATION COUNCIL

PART-TIME MODERATORS 1980-81

The Council invites applications for the rapidly increasing number of part-time moderator posts that will be available for the 1980-81 session.

The moderators play a key role in establishing and maintaining the standards of the Council's awards by monitoring the operation of TEC programmes and assessment arrangements.

Applicants should be qualified to an appropriate level and have recent experience relevant to these duties.

There will be vacancies across the whole spectrum of TEC programmes (including higher awards) but particularly in the fields of Art and Design, Physics and Chemistry, Catering and Food Technology, Building, Electrical and Electronic Engineering, Mechanical and Production Engineering and Motor Vehicle Engineering/Management.

Further details and application forms may be obtained from:

The Moderator Section
Technician Education Council
76 Portland Place
London W1N 4AA.

Colleges of Further Education

Surrey Education Committee
North East Surrey College of Technology
Reigate Road, Ewell, Surrey KT17 3DS

Required as soon as possible:

Lecturer I in Business Studies
Lecturer I in Pharmacology

Salary: Lecturer I: £3,788 to £8,438. (currently under review, following Clegg recommendation)

Plus £177 pa London Fringe Allowance

Generous relocation expenses in approved cases

Stamped addressed envelope, please, for further particulars and application form from the Vice-Principal

ile

Universities continued



Applications are invited for the following posts, for which applications close on the dates shown. SALARIES (unless otherwise stated) are as follows: Principal Lecturer: £12,842-£14,842; Senior Lecturer: £10,842-£12,842; Lecturer: £8,842-£10,842; Assistant Lecturer: £6,842-£8,842.

Monash University
Melbourne
DEAN OF THE
FACULTY OF LAW

Applications are invited from suitably qualified persons for appointment to the full-time position of Dean of the Faculty of Law. The post is a full-time position with a salary of £11,000 per annum.

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HUMANITIES RESEARCH CENTRE
DEPUTY DIRECTOR

This is a professional post for which the University is seeking a distinguished scholar with outstanding intellectual capabilities and special expertise in any area of the humanities relevant to the work of the Centre. The post is a full-time position with a salary of £11,000 per annum.

The University of New South Wales
Sydney
School of Mathematics
LECTURER IN STATISTICS

Applications should have a Ph.D. or equivalent qualification and be able to participate in the research and teaching activities of the Department of Statistics. This position is available on a fixed term contract for three years. Commence salary in accordance with experience.

University of Sydney
LIBRARIAN

Applications are invited for the position of Librarian, following the appointment of the University Librarian (Mr R. H. Bryan) as Director-General of the National Library of Australia. The University Librarian is responsible for the administration of the central library and its branch libraries.

The University of Adelaide
BARR SMITH LIBRARY
INFORMATION SERVICES LIBRARIAN

DI/TIS includes directing the in subject librarians of the Information Services Department, and its Special Collections Section, co-ordinating the work of two senior advisors in subject librarianship, planning the future development of the library, and co-ordinating the information services and its international information networks and co-ordinating the work of the library staff.

Australian National University

LECTURER/TEMPORARY LECTURER IN THAI FACULTY OF ASIAN STUDIES

Applicants should have an excellent knowledge of both Thai and English and have experience in teaching at the tertiary level. Preference will be given to an applicant with an understanding of the Thai language and a knowledge of Thai culture. The successful applicant will be required to commence work in 1981.

FACULTY OF ECONOMICS
LECTURER IN ECONOMICS

Applications are invited from suitably qualified persons for appointment to the full-time position of Lecturer in Economics. The post is a full-time position with a salary of £11,000 per annum.

HUMANITIES RESEARCH CENTRE
DEPUTY DIRECTOR

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Laurie Taylor



Next on my list is candidate 839. No real problem here, I think. Four questions: All completed. Sloppy writing, mind you, and Sartre misquoting the way through, but overall I thought a solid looking paper. Perhaps just above the average in this class, although certainly not the type of work you'd associate with a borderline upper. So 57 seemed just about right. What did you make of it?

Yes, I'll go along with that although I've got 55 myself. Right in the middle of the lawers. That first question seemed very thirdish to me. You know, not rock-bottom but not far from the 48 mark, whereas questions two and three I found more 54-ish than 52. Perhaps 56, though, as the agreed mark. Just to make it clear to the examiners' board that there was no question of this one being raised.

Oh quite. No question of this one being raised. Now candidate 666. I found this very jumbled. My notes say "very jumbled—lacks overall coherence—little sign of organization—no evidence of planning—several repetitive phrases." So I went for nothing more than a comparable pass: 37 to be exact.

This is 666?

Yes. Well I must say I've taken a rather more charitable view here. I agree about the lack of organization, but there seemed to be some attempt to be original, some sign of getting away from the standard material. Even a little imagination.

Who have you got then?

Pardon?

What mark have you got?

Well, I've put down 66—although with a question mark after it—so obviously I'm prepared to move a bit.

Quite a gap. But at least we both seem to agree on a pass.

Oh yes. Do you think perhaps we might send this one? Let the external have a look?

The men don't know his name from his elbow. Half passed most of the time. Never looks at a single script. Just randomly raises and lowers a few marks and then chatters on about it being another good year. No, I think we can sort this one out ourselves. What did you feel was first class about it?

Well, as I say, I've a question mark, but one or two bits did seem well done. There's the stuff, for example, in the essay on Marquis.

Experience lies above that by rationalizing and socializing the productive side of society we do not necessarily transform its reproductive side.

Yes. That does have a lowish ring. I'd be quite happy on that basis to come up to 52-53 if that's any use. Actually, while it's still in the air, I don't think it's any different from any other essay of course. Anonymity and all that.

I think from the writing it must be Deborah Quest. You know, tall, fair hair. Father died just before finals.

Oh yes. Well how about 57? There's shifted it up a couple of classes from my side, but I don't think I'd be prepared to go much further.

Yes that sounds about right. As I say, I had a question mark by my original mark, so I was quite prepared to move.

Right, that's 57 then. I must say as a relief to reconcile with you. Last year I got stuck with Odgers. Mostly the way he clung on to his marks. Could have thought someone's future depended on it.

LETTERS TO THE EDITOR

Lancaster closures fail to recognise national interests

Sir.—Nagin Crequer's account of the proposal to close four departments at the University of Lancaster makes gloomy reading. As a Halkettian I was particularly alarmed to read of the threat to the department of medieval and south-east European studies. As the Reynolds committee noted "there are few other centres in the country, and none better established except the school of Slavonic and East European studies" of the University of London, yet, at this institution, the study of the modern history of south-east Europe is, for a number of reasons, under threat. At no time since the end of the war has the academic study of the countries of south-east Europe been more vital in the national interest. Yet there is a real risk that large areas of the academic study of the region will be abandoned at two of the major university centres in this country.

It may be, although I profoundly hope not, that this country is at the moment in a position where it can no longer afford to support such studies. But I should feel happier if the decision to abandon them were taken by some kind of revived Halkett committee, charged with determining whether the national, rather than merely institutional, interest in these studies lay. At the moment economic constraints and a failure to appreciate the national importance of such studies may lead to the destruction of a tradition of academic study that, once abandoned, will be difficult to revive.

RICHARD CLOOG
King's College and School of Slavonic and East European Studies, University of London.

Examiners protest

Sir.—We were distressed to hear of the proposal by a special committee of governors of the North East London Polytechnic (NELP) to discontinue the BSC applied economics course and to close one department, the department of applied economics. We have been associated with the department of applied economics of NELP as external examiners, as individual members of visiting parties of the economics board of the CNA (which recommended first the approval and then the reapproval of the course) or professionally through the Association of Polytechnic Teachers in Economics. We would like to express our shock at this unwarranted proposal.

The closure of a very thriving course, with intakes always in excess of 50 (and with a rising number of applications) would constitute a serious loss to NELP and economics education nationally. The course itself has many unique features, and the proposed action would mean that some highly interesting, innovative and challenging, and a very distinctive approach to, economics will be most regretfully ended. The department (comprising some 18 members of teaching staff) enjoys a good professional reputation and its standing has certainly increased over the years. Graduates from the course do not appear to have had any particular difficulty in finding employment and a creditable number obtain places on masters courses and so proceed to doctorates.

It is thus difficult to find much justification for the proposal in

World conflict

Sir.—In an article otherwise memorable, largely for its Dr Strangelove qualities, Professor Rowthorn (21.6.80) asks the question: "What is the world conflict?" and then proceeds to answer it.

He criticizes economists for misunderstanding the fundamental effects of the shift in terms of trade of the advanced industrialized countries in the early 1970s, decolonization especially of economic relations towards reestablishing western economic ascendancy through appropriate investment in a variety of energy sectors.

His answer to this crisis of the western world lies largely in a reassertion of economic ascendancy towards reestablishing western economic ascendancy through appropriate investment in a variety of energy sectors.

I would suggest that both the Halkettian and the Strangeloveian are equally wrong. The world conflict is not a crisis of the western world, but a crisis of the world as a whole.

Sir.—If your report on the proposed closure of the centre for North-West regional studies at Lancaster University is accurate, then this represents a severe blow indeed to local and regional historical studies in the United Kingdom. With the exception of the mainly postgraduate work at the University of Leicester and the multidisciplinary work at the University of York, there has been very little real focus in this country for the systematic development of regional historical work.

In the field, Lancaster has been exemplary in its support for the study of regional history. Its resources, which have been committed to it. By comparison with Europe and America, regional studies in this country are in their infancy; they are relatively low level and depend heavily on personal commitment and enthusiasm and represent one way in which the professional skills of university scholarship can be harnessed with local knowledge and interest in a local approach to historical understanding.

The work at Lancaster, under the leadership of its retiring director, Dr John Morrell, has represented a major contribution to such development. Why is it that bodies running at relatively low cost when compared with other areas in universities should also be regarded as of low priority when the future is so uncertain? If the Lancaster centre is closed, then a major venture will have been lost and it is unlikely that such an initiative can be repeated in the next decade.

JOHN R. LEECH
Editor, *Southern History* and
Lecturer in History in the Centre for Continuing Education, University of Sussex.

terms of student demand, calibre of staff, standard of the course, quality and employability of graduates, or "efficiency" of the course (we understand that the present student/staff ratio for the course is higher than that for the BSC applied economics course and to close one department, the department of applied economics. We have been associated with the department of applied economics of NELP as external examiners, as individual members of visiting parties of the economics board of the CNA (which recommended first the approval and then the reapproval of the course) or professionally through the Association of Polytechnic Teachers in Economics. We would like to express our shock at this unwarranted proposal.

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advocates of producer power over the past decade has not received the attention it warrants. Professor Rowthorn may be at fault in limiting himself to the energy sector. He is right in commenting on the importance of the energy sector, but it is essential to look at more general issues of world resource allocation.

Almost all advanced industrialized nations are becoming increasingly dependent on imported resources, whether these be oil, copper, tin, or iron ore. Strategically important materials such as cobalt, tungsten and chromium are now only available largely from third world sources and the resource balance appears to be shifting steadily away from the industrialized world towards the developing world. The West's capacity to meet its future energy requirements but it will be well nigh impossible to control other resources supplies without a high level of military activity. Admittedly, this is not a desirable situation, but it is a reality.

I would suggest that both the Halkettian and the Strangeloveian are equally wrong. The world conflict is not a crisis of the western world, but a crisis of the world as a whole.

Sir.—The interest of *THES* in the report, "A Strategy for the 1980s", which is to be discussed by the Senate of the University of Lancaster is gratifying. Perhaps the extravagance of the leading to the recent article (May 30) prevented consideration of some of the more positive parts of the report which seeks its purpose to enable the university to maintain itself as a creative and vigorous institution.

The positive application of the criteria used to identify academic strengths gave clear grounds for satisfaction with the level of attainment across the university. In particular the departments of German and Italian studies, although small, have been remarkably successful and are expected to continue to be so. With the much larger department of French studies it may be thought the University of Lancaster is well served by these "language" departments.

This report does not claim any originality in noting the continuing and progressive withdrawal of funding from students over the years to 1983-84, or for reminding its readers that the student age group begins to fall in 1983-84. Unfortunately, these are matters which will afflict all United Kingdom universities; although a change in policy could modify the first, the second is beyond the control even of government.

Yours faithfully,
K. J. MORGAN,
Pro-Vice-Chancellor,
University of Lancaster.

Movement's limits

Sir.—It is probably useless to restate the trolld literary history steamroller, but I am sorry to see Professor Lodge's review of my book *Class and the Novel* in *THES*. My book appears several times there. May I have space to say that expressions like "founder-member of the Movement", "Movementeer" and "rolling a small, tightly packed novel" are totally misleading—not only in my own case, but more generally.

The time contributors to *New Lines* of 1956 did not constitute a "movement". Three or four of them may have done so, but the rest of the group, including myself, were not. I declined to contribute to a second *New Lines* anthology because by then I saw how much my own position was misrepresented, and harmed, by such alleged "allegiance"; and was assured by Conquest that this refusal would be mentioned in his preface, but that was not done.

It is not for me to advertise how my review of verse collection in book form since 1960 was received by Professor Lodge's "increasingly absorbed by purely academic concerns" but his options, one "concerns" oneself like that, or with the wider stage of literary politics, need no comment. May I add that Aberdeen is, and was when I left in 1949, I opted to leave my Fellowship in Oxford and go there absolutely other than a "rebrick" university?

Yours faithfully,
JOHN HOLLOWAY,
Queen's College, Cambridge.

Sheba two years ago owed more to the need to safeguard cobalt supplies than to rescue the Europeans in Kolwezi, and the west's policies towards Southern Africa relate more to that region's resources than to the people who live there.

From Third World perspective, the industrialized countries of the north have already had the "pickings" of the world's resources, and the most easily available reserves of oil, copper, bauxite and many other commodities will never be available for the people of the third world and their descendants. This alone is an immensely powerful inducement towards increasing north-south conflict.

Professor Rowthorn looks mainly at West-West relations. In the longer term the next couple of decades, though, the north-south element may yield the greater potential for conflict.

Yours faithfully,
DR. PAUL ROGERS,
Senior Lecturer in Peace Studies,
University of Bradford.

The case for student loan

Sir.—The article "Why Indian girls should be suspected" (June 6) is typical of the kind of subjective, politically-biased thinking which has bedevilled the student loan debate. There are many aspects to be considered, but I will deal only with those mentioned in the article.

Why advocates of a scheme of the lines suggested, now running successfully in at least 14 other countries, should ever be considered eccentric seems to me academic. The loss of some of the loan money through emigration is hardly a "fundamental drawback". The present grant system means that the brain drain represents a total loss to the economy. Also there are ways of dealing with the Dutch simply refuse to renew the passports of non-payers.

How much money would be sent in the early years? If the commercial banks were the lenders (which was mentioned in the article published on May 23), the only way would be the (presumed) payment of interest during the student's years of study and this could be recovered along with the loan.

The redistribution of the economic benefits (if any) is not a question which directly concerns the desirability of the loan scheme. The Government is not under any obligation to redistribute these benefits; they are simply the result of the loan scheme.

The old "working class/graduate student participation" argument is beloved of Robbins, et al, but has, shown from experience in other countries to be unworkable, where working class participation in the United Kingdom has steadily declined under a grants scheme (from 27 per cent in 1969 to 14 per cent in 1977; LCC figures).

Could it be that grants, which are decreasing in real spending power, can only be supplemented by the children of more highly-paid parents?

The 16 to 18 barrier to higher education (no grants, no wages) needs attention. Any extra money received by the lower income would be far better spent here on equity grounds. For reference to female participation rates see Finland where they have the highest female participation rate and the biggest reliance on loans.

With these factors, together with a graduate tax scheme (which seems to be the proposed solution) there is reason why male middle class domination should increase. Lifetime wealth of graduates supported initially by the relatively poor is not a "theoretical policy" in view of the movement towards indirect taxation.

Finally, as a working class graduate student, with no grant, I would say: thank you for your concern but a Government loan for my course would have been more welcome.

RUTH BAILLIE,
University of Wales.

PhD proposals

Sir.—If the Senate of London University approve the LSE economics department proposal for a year course-based PhD (*THES*, June 6), then I fear two likely unintended consequences of the proposal will be to devalue the PhD as a degree of original and significant contribution to a field of knowledge, and to extend the PhD to a "postgraduate study", and it will curtail existing taught masters courses, many of which are of high quality, and the students based on research in small-scale research projects or a dissertation element.

Courses for doctors perhaps, but I would rather run wide.

Yours faithfully,
GEOFF ELLIOTT,
PhD student, department of Economics, London School of Economics.

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Academics and Government

The relationship between higher education and the world of public affairs has many sides. The first is that explored by Lord Balogh on page 11, the first in a series of articles by senior academics who have been brought in by governments of both parties, to advise them on policy. This practice has become more common since Sir Harold Wilson's first Government in 1964.

Senior academics because of their range of contacts, experience and skills, have been the predominant beneficiaries of this new development, although it still falls far short of a cabinet system on the French or EEC model which Lord Balogh recommends, certainly tending in that direction.

The experience at the sharp end of politics in doubt brings equal benefits to both parties. On the one hand political scientists or specialists in social administration or economists can gain from their encounters with Government. On the other hand the presence of academics in Whitehall can help to educate politicians, who inevitably tend to concentrate on the narrow details of the day-to-day aspects of public affairs, to adopt a more sophisticated and longer-term view of the issues with which they struggle.

More important, perhaps, their presence can help to open up the Civil Service to new ideas which its traditional conservatism would tend to reject.

Certainly this new and more political involvement of academics in government has a dynamic and creative quality which the second and more traditional aspect of this relationship appears to lack. This is the large-scale participation of academics in royal commissions, advisory committees, statutory boards—indeed the quinquennial to which Mrs Thatcher (and Mr Benn?) are so insistently opposed. These are no one can criticize or object to the widespread use of academics as specialists, particularly scientists and engineers, on the multitude of advisory groups which a technologically advanced society requires.

However, it is possible to question how positive a role in government is played by the academic "good and the great". Often royal and lesser commissions are either clear attempts by politicians to pigeon-hole problems (which occasionally, of course, create new and worse problems as with Kilbrandon and Clegg), or nominees by officials to have the conventional wisdom underwritten by some weighty names. In both cases it may often be that the academics, seen as knights on a white horse, and that their contributions are only respected if they keep strictly within the guidelines dictated by overriding political considerations. At least political advisers and think tanks are part of the "official" part of the twentieth century constitution: royal commissions and the like often only ornamental "dignified" part.

Both these aspects of the involvement of academics in government are concerned with the service given by individuals. Both are capable of abuse. The royal commission can be flattered but ignored. The political adviser can degenerate into not much more than a "go-to" of a prominent academic in relevant disciplines and academics in relevant disciplines can exchange experiences and ideas.

The second flow is even more serious. This proposal is really a cowardly evasion of the real issue, whether a private and privileged sector of secondary education should be allowed to continue—and the enthusiasm for it among some Labour Party members shows how neatly they co-opted the struggle against privilege and inequality in British society. The Labour Party is certainly entitled to bring forward proposals to abolish private education, or (preferably) to remove any possible element of public subsidy from independent schools. This would be a direct and honest policy, which would be possible to implement. What it should not do is to take up on the pupils of independent schools the frustration it feels at its poor failures of nerve to tackle the problem of privilege head on.

Even more disappointing is that this plan reveals an extreme naivety about the ways in which privilege and inequality have been created and sustained. The Labour Party has always had a moralising streak that can so easily slip into pettiness and even vengefulness. It is the root of privilege in education was the disserviceable device of parents to send their children to exclusive private schools (the same desire to attend exclusive public universities is not subject to the same condemnation). Only rarely is there much evidence of any glimmering that privilege is the result of objective inequalities, such as class, race, and sex. Such a confusion of ideas is a more thorough-going commitment to the extension of a welfare (and frankly collectivist) state with all its attendant dilemmas for the protection of individual freedom and the creation of national wealth, and may even command a revolution in policy, even consciousness, for which Labourism with its pragmatic and anti-intellectual traditions is badly prepared. The result is naive and petty policies like this one.

Responsibility for overseas students

For those who recognize the dangers inherent in the Government's present policy, this would seem a cowardly evasion of action. There is still much controversy surrounding the use of overseas costs as the yardstick for fee levels and, with no sign of further concessions in any other area, a concerted attack on the method of calculation is an option which should not be sacrificed. Of course new bursary funds would be welcome and urgent coordination between Government departments is essential. But no amount of back-patching will prevent the Cabinet deciding to send money on overseas students to the detriment of the education of the British.

The real task remains to convince ministers that this policy is likely to damage higher education, retard development in the Third World, and lower British standards for its friends abroad.

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A damaging waste of time and talent



Steven Muller

Last month in this column I pointed to a significant flaw in the educational system of the United States and asserted that the two rigid tiers of most secondary schooling, the mass undergraduate education and the elite graduate education, are now grinding against each other.

The time and talent of millions of young Americans largely is being wasted, despite huge expenditures, and the waste is worsening. In my opinion the only available remedy is in the hands of the institutions of higher education which should reassume responsibilities for the quality of secondary schooling irretrievably abandoned.

A shameful game of Alphonso-Gaston to now being played between the schools and colleges. Academic standards and discipline visibly continue to decline in the schools, the rationalization in offered for Alphonso that the most talented students will after all go on to college, where they will receive the educational substance which their schooling failed to provide.

But so the colleges standards are also visibly declining in response to the academic deficiencies of the entering students, and the rationalization is offered (as to Gaston) that secondary educational substance is only natural if one must deal with students who have been so poorly prepared in the schools. Increasingly the last three years of secondary schooling now tend to cover the same academic ground, with a redundancy all the more useful for the fact that it extends to poor quality throughout.

This unhappy situation does not equally victimize all students in the complex American educational system but its damaging effects are widespread.

Least affected, at one end of the spectrum, are students who attend private preparatory schools or take college preparatory courses in the best public high schools, and who perform so well that they are then chosen for admission by the most selective and demanding colleges and universities.

Essentially unaffected also in that all-too-large and growing number of secondary school students who only serve their time in the public schools, bored and disinterested to the point of mutiny. Their resistance to education is overborne widely through unjustly-accepted as impenetrable.

Between these two extremes lies the great majority of students, and of those a growing number complete not only undergraduate education but proceed further toward graduate and professional degrees.

They may then in the end have wasted much time and have attained learning far below their capacity, but they will at least have acquired sufficient skillings to take up productive careers.

There is also another and growing group of students who choose to attend the primarily vocational education colleges after two-year community colleges after completing secondary schooling. They explicitly seek and receive vocational preparation only and are usually well served, which accounts for the enormous growth of the community college sector over the past three decades.

The harmful barrier between secondary schooling and undergraduate education has been breached from two-year community colleges after completing secondary schooling. They explicitly seek and receive vocational preparation only and are usually well served, which accounts for the enormous growth of the community college sector over the past three decades.

For those who recognize the dangers inherent in the Government's present policy, this would seem a cowardly evasion of action. There is still much controversy surrounding the use of overseas costs as the yardstick for fee levels and, with no sign of further concessions in any other area, a concerted attack on the method of calculation is an option which should not be sacrificed. Of course new bursary funds would be welcome and urgent coordination between Government departments is essential. But no amount of back-patching will prevent the Cabinet deciding to send money on overseas students to the detriment of the education of the British.